ED 384 691 AA 001 263

Resources in Education (RIE). Volume 30, Number 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 384 692 CE 067 736

Butler, Elaine, Ed.; Brown, Mike, Ed.
A-Gendering Skill. Conversations around Women, Work and Skill: An Australian Perspective. EEE703 Project Development Plan 2.
PUB DATE- 93
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Adult Education; *Employed Women; Employer Attitudes; Employment Practices; Foreign Countries; *Job Skills; Labor Force Development; Nontraditional Occupations; Occupational Information; Sex Bias; *Sex Discrimination; *Sex Fairness; Skill Development; Vocational Education; *Womens Education
IDENTIFIERS- Australia

These 12 papers are part of the study materials for the one-semester distance education unit, Project Development Plan 2, in the Open Campus Program at Deakin University (Australia). They examine the breadth and depth of the actions and debates around the social construction of skill and the critical role played by the concept of skill in the gendering of the workplace. An introduction (Elaine Butler) provides an overview of the papers. The first two papers illustrate the broad picture. "Con-testing Skill" (Elaine Butler, Helen Connole) locates contemporary studies of women and skill within the discourses of education and training and the Australian microeconomic reform agenda. "The Gendering of Skill and

ED 384 708 CE 068 849

Individualized Cooperative Education (Second Year). Teacher Edition.
PUB DATE- 92
NOTE- 636p.; For the first-year curriculum, see ED 316 740.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Banking; Basic Skills; Behavioral Objectives; Classroom Techniques; *Competency Based Education; Consumer Economics; *Consumer Education; Consumer Protection; *Cooperative Education; Credit (Finance); *Daily Living Skills; *Individualized Instruction; Insurance; Law Related Education; Learning Activities; Lesson Plans; Mathematics Skills; Secondary Education; Stress Management; Supervisory Methods; Tests; Unions; *Vocational Education; Work Ethic

This instructor's guide is designed to direct and support instruction for advanced business and office, home economics, and agriculture and marketing education students across Oklahoma who are in their second year of individualized cooperative education programs. The following topics are covered in the 12 competency-based instructional units included in the curriculum: learning work ethics; calculating basic math; applying legal awareness and economic knowledge; applying basic principles of banking; applying basic principles of credit; securing automobile and property insurance; evaluating life, health, and social insurance; identifying consumer protection issues; joining labor unions; managing stress; recognizing supervisory skills; and recognizing management skills. Each unit contains some or all of the following: performance objectives, suggested activities for instructors, information sheets, optional supplemental instructional materials, transparency masters, activity sheets, assignment sheets/student handouts, written tests, and assignment sheet and test answers. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused into the curriculum: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

ED 384 709 CE 068 967

Halliday, Penny, Ed.; Marr, Beth, Ed.
Not One Right Answer--Mathematics within the Certificates of General Education for Adults.
PUB DATE- 95
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Educational Certificates; Foreign Countries; Instructional Materials; Learning Activities; Lesson Plans; *Literacy Education; *Mathematics Curriculum; Mathematics Instruction; *Numeracy; Program Descriptions; Student Certification
IDENTIFIERS- *Certificates of General Educ Adults (Australia)

This publication provides curriculum ideas for the mathematical

ED 384 727 CE 069 333

Menu Selection Assistance--A Workplace Literacy Curriculum for Hospital Workers.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 93
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Attitude Measures; Behavioral Objectives; Dietetics; *Food Service; *Hospital Personnel; Interpersonal Communication; Learning Activities; Lesson Plans; *Literacy Education; Numeracy; Percentage; Pretests Posttests; Questionnaires; Records (Forms); Time; Vocabulary Development
IDENTIFIERS- Following Directions; *Menu Planning; *Workplace Literacy

This curriculum guide was developed to help literacy practitioners present an eight-lesson workplace literacy course for hospital workers who assist patients in completing their daily menus. Presented in the introduction are the following: overview of the curriculum development project, project activity schedule, course overview, and course time outlines. A section of preclass orientation activities, including a preliminary attitude survey for dietetic representatives, is provided. The next eight sections contain the lessons on the following topics: menu vocabulary, menu design, following directions, understanding military time, calculating percents, reading thermometers, understanding forms, and interpersonal communications. Each lesson includes some or all of the following: goal, list of lesson activities/materials, suggested method for conducting the activity, suggested student evaluation methods, comments about the lesson's effectiveness when the curriculum was tested and suggestions for delivering the lesson, student handouts, student activity sheets, sample forms, and vocabulary lists. The final section consists of the following: postclass skills inventory, postclass attitude survey, results of dietetic representatives literacy task analysis, Test of Adult Basic Education results, 10 references, and answer keys. A set of vocabulary cards provides definitions of food preparation terms. (MN)

ED 384 728 CE 069 334

Moore, Kristina M., Ed.; And Others
Making Sense of Federal Employment and Training Policy for Youth and Adults. Volume II: Expert Recommendations To Create a Comprehensive and Unified System.
PUB DATE- 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Education; *Adult Programs; Agency Cooperation; Career Counseling; Change Strategies; Community Colleges; Coordination; Delivery Systems; Disabilities; Educational Change; Educational Cooperation; Educational Improvement; Educational Needs; Educational Policy;

ED 384 745 CE 069 386

McCarthy, Karen
School-to-Work: A Guide for State Policymakers. Issue Paper No. 3. Investing in People Project.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- Sep 94
NOTE- 47p.; For other Investing in People documents, see ED 370 241, ED 371 081, CE 069 387, and CE 069 407-408.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Standards; Accountability; Apprenticeships; *Articulation (Education); Career Counseling; Career Guidance; Child Labor; Educational Change; Educational Legislation; Educational Needs; Educational Objectives; *Educational Policy; *Education Work Relationship; Federal Legislation; Financial Support; Government School Relationship; Labor Legislation; Legal Responsibility; Policy Formation; Postsecondary Education; Program Administration; Program Evaluation; Program Improvement; School Business Relationship; Secondary Education; State Legislation; *Statewide Planning; *Systems Approach; *Transitional Programs

This paper, which is intended as a guide for state policymakers, examines issues and steps in building state-level school-to-work systems. Discussed in the introduction are the state's role in creating a coherent school-to-work system. The following aspects of state-level governance, oversight, and vision are considered: setting system goals, performance benchmarks and accountability, governance, system finance, integration with school restructuring efforts, industry targeting, developing skills standards, creating links to postsecondary education, equity and universal access, and structuring a school-to-work system and program evaluation. Examined in a section on state support for local action are the following topics: local program elements, recruiting employers, technical assistance to local programs, professional development for school and workplace staff, assessment of student achievement, career counseling and guidance, financial aid for students, child labor laws, insurance and liability, and strategies for building on existing programs. Concluding the guide is a brief look at the future of school-to-work initiatives. Appended is a sampling of existing school-to-work legislation in 14 states. Contains 27 references. (MN)

ED 384 746 CE 069 387

Liddell, Scott; Ashley-Oehm, Dayna
Adult Workers: Retraining the American Workforce. Issue Paper No. 4. Investing in People Project.
SPONS. AGENCY- Department of Labor, Washington, D.C.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- Jan 95
NOTE- 25p.; For other Investing in People documents, see ED 370 241, ED 371 081, CE 069 386, and CE 069 407-408.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Adult Education; Adult Literacy; Case Studies; Education Work Relationship; Financial Support; *Job Training; *Labor Force Development; Literacy

ED 384 765 CE 069 444

Cassara, Beverly B., Ed.
Adult Education in a Multicultural Society. Routledge Series on the Theory and Practice of Adult Education in North America.
PUB DATE- 91
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Adult Education; Adult Vocational Education; American Indian Education; American Indians; Asian Americans; Black Education; Blacks; Community Colleges; Cultural Context; Cultural Pluralism; Democracy; Educationally Disadvantaged; *Educational Needs; *Educational Practices; Educational Strategies; *Ethnic Groups; Higher Education; Hispanic Americans; Immigrants; International Educational Exchange; *Minority Groups; *Multicultural Education; Non English Speaking; Professional Continuing Education; Refugees; Role of Education; Rural Education; Social Change; Student Exchange Programs; Teaching Methods; Two Year Colleges

In this book adult educators and policymakers focus on the dimensions of the problem of multicultural education in the United States and innovative approaches to multicultural education practice and research. The introduction by Beverly Benner Cassara is followed by 12 essays: "Cultural Pluralism, Democracy, and Multicultural Education" (Young Pai); "Multiculturalism in Education: The Importance of Meaning" (Charles A. Tesconi, Jr.); "Linguistic Minorities and Adult Education in the United States" (C. Ray Graham, Peter S. Cookson); "More than the Three 'R's': The Development of Black Adult Education in Manhattan" (Charlotte T. Morgan); "Adult Education and the American Indian" (John W. Tippeconnic, III); "The Education of Hispanic Adults: Pedagogical Strands and Cultural Meanings" (Martha Montero-Sieburth); "Asian Pacific Americans and Adult Education: The Social and Political Resocialization of a Diverse Immigrant and Refugee Population" (Don T. Nakanishi); "Education as a Social Agent: One University's Answer to a Multiethnic Graduate Adult Population" (Philip T. K. Daniel, Vesta A. H. Daniel); "Experiencing the Unfamiliar: Matrix for Learning" (Thelma Barer-Stein); "The Use of a Negotiated Approach in Health Care: University-Community Group Interaction" (Joan S. Reeves); "The Dynamics of Hosting an International Exchange Student" (Kimberly Miller, Cornelius Grove, Bettina Hansel); and "The Hispanic Adult Learner in a Rural Community College" (Rene Diaz-Lefebvre). Eleven tables/figures and a subject index are included. (MN)

ED 384 766 CE 069 446

Kreger, Michael D.
Training Materials for Animal Facility Personnel. January 1990-January 1995. Quick Bibliography Series.
PUB DATE- Feb 95
NOTE- 42p.; Updates earlier Quick Bibliography QB-94-17.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agricultural Education; *Animal Caretakers; *Animal Facilities; *Animal Husbandry; Annotated Bibliographies; *Instructional Materials; Postsecondary Education; Secondary Education; *Veterinary Medicine; Vocational Education

This annotated bibliography contains 167 citations of training

ED 384 784 CE 069 471

Writing Our Practice. Support Documents for the Reading & Writing and the Oral Communication Streams of the "Certificates of General Education for Adults within the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework."
PUB DATE- 95
NOTE- 257p.; For the accreditation framework, see ED 372 180.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Case Studies; *Curriculum Development; Educational Theories; English (Second Language); Foreign Countries; History Instruction; Law Related Education; *Literacy Education; Teacher Developed Materials
IDENTIFIERS- *Certificates of General Educ Adults (Australia); Workplace Literacy

This collection of 14 articles focuses on the Reading and Writing and Oral Communication Streams of the Certificates of General Education (CGE) for Adults in the context of literacy teaching practices. Section 1 contains 11 case studies and articles with a practical focus. Practitioners discuss aspects of their curriculum development related to the CGE for Adults. Articles include the following: "Level 1 or What: Placing a Student" (Margaret Simonds); "Making It Explicit: Students Use the Four Literacies" (Louise Wignall); "If I Only Had Time...Curriculum Planning" (Barbara Lorey, Robiny Stricker, Hugh Kiernan); "Critical Literacy: Developing an Australian History Curriculum" (Pat Forward); "Literacy as Legal Action: Developing a Legal Studies Curriculum" (Julie McQueen); "A Text Up-Close: Using 'The World of Work' in the CGE for Adults" (Pam Baker); "Making the Connections: Explaining CGE for Adults to Students" (Sara Lyons); "Curriculum at Work: Four Literacies in a Workplace Class" (Kaye Elias); "Workplace Education: Which Literacies?" (Jude Newcombe); "A Window on Thought: Talking Texts into Meaning" (Liz Suda); and "From Heart to Head: Using Koori Culture as a Theme in Teaching Non-English Speaking Background Women" (Barbara Goulborn). Section 2 consists of three articles that bring together both curriculum development and theoretical reflections on language and literacy practice for adult learners: "Oracy through Literacy: Literacy through Oracy" (Philip McIntyre); "From Fill-Ins to Foundations: Changing Views of Literacy" (Delia Bradshaw); and "Different Angles: Thinking through the Four Literacies" (Rob McCormack). (YLB)

ED 384 785 CE 069 472

Bulen, Robert
Printing & Publishing from the Classroom to Careers. An Activity Guide for Teachers.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; Career Exploration; Classroom Techniques; Elementary Secondary Education; Layout

ED 384 803 CE 069 513

Ruhland, Sheila K.; Wilkinson, Richard F.
Marketing and Cooperative Education Administrative Handbook.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 30 Jun 95
NOTE- 194p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Advisory Committees; *Articulation (Education); *Competency Based Education; Cooperative Education; Coordination; Curriculum; *Distributive Education; Educational Equipment; Educational Facilities; Legal Responsibility; *Marketing; Professional Development; *Program Administration; Program Development; Program Evaluation; Program Implementation; Questionnaires; Records (Forms); Secondary Education; State Curriculum Guides; State Standards; Statewide Planning; Student Organizations; Teacher Role; Tech Prep; Two Year Colleges
IDENTIFIERS- *Distributive Education Clubs of America; *Missouri

This handbook consists of guidelines and materials for use in the development, implementation, and administration of marketing and cooperative education programs in Missouri. The following topics are among those covered: nature and scope of Missouri's marketing education program; role of marketing education teachers; program development (determining student and occupational needs); instructional program (curriculum development, student assessment, instructional delivery); cooperative education (training stations, sponsors, and agreements; instructional management plans; coordination visits; evaluations); Distributive Education Clubs of American (DECA) (professional, civic, service, social, and financial activities); advisory committees; facilities, equipment, and resources; program evaluation (Missouri School Improvement Program) (MSIP), local program evaluation (yearly), mastery of course competencies; legal aspects (equal access, hazardous occupations, sexual harassment, labor legislation, targeted job tax credits TJTC); and professionalism (service, acquisition of knowledge, professional organizations). Appendixes constituting approximately 60% of the handbook include the following: generic mission statement; Missouri certification standards for secondary- and postsecondary-level marketing education teachers and coordinators; miscellaneous forms and form letters; lists of core competencies for various subject areas; policies for cooperative vocational education programs; sample generic training agreements; and student and employer follow-up questionnaires. (MN)

ED 384 804 CE 069 517

Roegge, Chris A.; Ferej, Ahmed
But I've Been Doing This for Years: Informal Integration of Vocational and Academic Education Pilot Test Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 42p.

ED 384 821 CE 069 562

The Illinois Plan for Home Economics Education. A Curriculum Guide. Living Science Course.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Sep 92
NOTE- 220p.; For related documents, see CE 069 560-564.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Exploration; Course Content; Course Descriptions; Employment Opportunities; *Experiments; *Home Economics; Learning Activities; Lesson Plans; Problem Solving; *Science Activities; *Science and Society; Secondary Education; State Curriculum Guides; Teaching Methods; Technological Advancement; Thinking Skills
IDENTIFIERS- Illinois

The rapid growth of science and technology has a tremendous impact upon how an individual functions in today's society. This experiment-oriented course encourages the student to investigate home economics subject matter from a scientific viewpoint. Using the scientific method to solve problems and make decisions, the student conducts laboratory experiments to examine the chemical composition of food, to study the physical development of the human body, to analyze construction qualities of textiles and apparel, and to explore methods to conserve the earth's resources. Emphasis is placed on developing an understanding of how biology, chemistry, technology, and the environment affect life. Included is an awarenes of personal and ethnical responsibility. A variety of careers are explored dealing with these science-oriented home economics areas. The guide contains the following materials: a course description, course objectives, background information for instructors, an abbreviated course outline, a detailed content outline, a bibliography listing 36 references for teachers and students, and a variety of teaching activities. The course outline identifies the major topics, and the more detailed content outline serves as a basis for creating the curriculum, developing lesson plans, and interpreting through the learning activities. The teaching activities develop specific portions of the content outline. Each activity includes the following sections: a teacher's page with student objectives, materials needed, directions, evaluation, Future Homemakers of America-Home Economics Related Organization correlation, teacher notes, and the Illinois State Goals for Learning that are incorporated. Supportive materials such as worksheets and transparency masters are included for some of the activities. (KC)

ED 384 822 CE 069 563

The Illinois Plan for Home Economics Education. A Curriculum Guide. Appendices.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Sep 92
NOTE- 109p.; Appendices pertaining to CE 069 560-562.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 384 841 CG 026 310

Kucinkas, Gene; Noyce, Gary
Video Job Shadows. Project SEED.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Career Awareness; Career Planning; *Careers; *Education Work Relationship; *Interviews; Occupations; Program Development; Program Implementation; Secondary Education; *Video Tape Recordings
IDENTIFIERS- *Job Shadowing; *Video Tape Production

Video Job Shadows encourages students to develop questions about a job and offers them the chance to videotape a business person answering those questions about his or her job. The program can be an effective method of teaching high school students about the world of work and the specific requirements and responsibilities of some jobs in their community. This can also be an opportunity for students to learn the basics of videotaping and editing. The goals of this program are for students to develop and complete a Video Job Shadow of a business in their community, for students to become familiar with specific jobs, and for community business people to make a positive connection to the school and also to see the school valuing them and what they do. Specific instructions on how to set up the program and the resources that will be needed are given. The project is a practical way to connect school to the work environment. Connecting students to real-world jobs and these jobs requirements can affect students in ways that guest speakers and job fairs cannot. (RJM)

ED 384 842 CG 026 311

Richardson, Scott; Leet, Jeanne
Health Care Plans. Project SEED.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Health; Children; Elementary Secondary Education; *Health Needs; Health Programs; Health Services; *Medical Evaluation; *Needs Assessment; Planning; Policy Formation; *Student Needs
IDENTIFIERS- *Health Care Teams

The increasing health needs of students over the last 20 years have left many school personnel with questions and fears about helping these students. This program outline offers suggestions for school health care plans for students. It is essential that all people involved with the student be invited to be a part of the team. Key team members are: parents, the school nurse, teachers, administrators, support staff, and the student. If the student is receiving Special Education services, the team must also include the special education teacher, and other connected personnel. The goals in devising a health care plan are to assure that all student health needs are met at school; to make sure that all appropriate school personnel are informed of student health needs and what steps they might need to take; to open lines of communication between school, home health care

ED 384 863 CS 012 215

Literacy for Life: Report on Partnerships for Children's Literacy.
PUB DATE- 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Elementary Education; Foreign Countries; *Language Acquisition; *Literacy; Program Descriptions; Program Implementation; *School Community Relationship; *Young Children
IDENTIFIERS- Emergent Literacy; *Ontario

This report contains a summary of ideas presented at a series of meetings in 1990 on children's literacy sponsored by the Ontario (Canada) Ministry of Education as well as a listing of specific proposal for future action. Named "Partnerships for Children's Literacy," the project focused on community partnerships that currently exist, or that could be formed, to support literacy development in young children. The first section of the report ("The Roots of Literacy") discusses the way in which children acquire oral language and the circumstances that foster its development. The second section of the report contains a summary of the ideas put forward at all the meetings and a listing of the proposals made, organized on the basis of 5 major themes: (1) promoting literacy in the community; (2) bringing the school and the community together; (3) providing community support for children's literacy; (4) coordinating literacy programs and initiatives; and (5) planning and implementing literacy programs. The third section presents a 57-item annotated list that reflects the range of literacy activities in which participants at regional meetings were involved. (RS)

ED 384 864 CS 012 216

Traw, Rick
Nothing in the Middle: What Middle Schoolers Are Reading.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Literature; *Adolescents; Classroom Environment; Grade 8; Junior High Schools; Literary Genres; Literature Appreciation; Middle Schools; *Reading Habits; *Reading Interests; Reading Research; *Sex Differences; Student Surveys
IDENTIFIERS- Middle School Students

A study examined what kinds of books middle schoolers will read when given the freedom to choose. Subjects were 55 children of middle-class parents enrolled in 2 sections of eighth-grade English at a university laboratory school. Of the original population of 55 students, 7 elected not to have data from their reading included, and records were not available for 12 more students at the time of data compilation after the school year had ended. The teacher had a holistic philosophy and structured her classes along the workshop lines laid out by Nancy Atwell's book "In the Middle." Students kept lists of the books they read and kept reading journals. Results indicated that: (1) the median number of books read during the school year was 13; (2) in descending order, students read books in the genres of teen issues, romance, mystery/suspense,

ED 384 882 CS 214 944

Keetley, Elizabeth D.
Comparison of First Grade Computer Assisted and Handwritten Process Story Writing.
PUB DATE- May 95
NOTE- 94p.; M.Ed. Thesis, Johnson and Wales University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Grade 1; Instructional Effectiveness; Primary Education; *Word Processing; Writing Assignments; Writing Evaluation; Writing Processes; Writing Research
IDENTIFIERS- *Story Writing; Swansea School District MA

A study determined the effectiveness of using a computer word processor as compared to the traditional paper-and-pencil method for process story writing. Students in a first-grade classroom in the Mark Gardiner Hoyle Elementary School located in Swansea, Massachusetts, were randomly divided into a control group of 12 students and an experimental group of 11 students. All students completed a pretest story using paper and pencil. Students then wrote eight stories (correlated with curriculum and/or thematic units) using word processing software or paper and pencil. All stories were evaluated by the classroom teacher and the school principal (a former classroom teacher). Results indicated that: (1) the experimental group scored significantly higher on the pretest story than the control group; (2) all students showed growth in their story writing abilities as the school year progressed; (3) the experimental group scored significantly higher than the control group on five of the eight stories as well as the posttest story; but (4) the pretest scores accounted for most of the variance in scores. Findings suggest that students who used the computer and word processing software for story writing scored higher and wrote longer stories with more detail than the students who used paper and pencil. (Contains 53 references, 11 tables, and 1 figure of data. Appendixes present the parent permission letter, the story evaluation sheet, story topics, and a list of retrospective pretest questions asked of students.) (RS)

ED 384 883 CS 214 945

Romano, Tom
Writing with Passion: Life Stories, Multiple Genres.
PUB DATE- 95
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *English Instruction; Higher Education; High Schools; Literacy; *Research Papers (Students); Story Telling; Student Writing Models; Teacher Student Relationship; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Writing Development

Resounding with passion for teaching, learning, and writing as well as for the personal influences in a life of teaching, learning, and writing, this book encourages high school and higher education teachers to look beyond the tried and accepted. At the same time it offers concrete ideas to attempt with students--alternate style maneuvers, multigenre research papers, ways of nurturing responses to literature, and genre

ED 384 900 CS 214 965

Adams, Arlene
Teachers of Writing Must Write First.
PUB DATE- 26 Jun 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperation; Elementary Education; Higher Education; *Methods Courses; *Peer Groups; *Preservice Teacher Education; Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- Preservice Teachers; Teacher Writing; Writing Development

One of the greatest challenges regularly faced in the teaching of writing methods to preservice teachers is the students' lack of models for process writing. Students in methods courses most often come into the course with no experience with using process writing methods. Process writing is an approach that is very different from traditional writing instruction. In one particular methods course, the method used to introduce elementary education majors to the process writing approach was to require them to take part in such an approach. Before beginning the writing process cycle, the students are introduced to the concept of process writing through lecture, class discussions, and readings. Peer conferencing is an important feature of process writing. It is also the most difficulty for many of these students because they find it threatening; nevertheless it is in this area of peer conferencing that most students show a change in their attitude toward process writing. In the journals, students often remark that peer conferencing was not only painless but finally quite helpful. After the initial period of instruction, students proceed to consider audience, function, and format elements in reference to a piece that they will write. Students have free choice of topics and of formats for their writing. At the conclusion of the last conference, students have about 3 weeks to produce a "tentative final draft" of their written piece. (TB)

ED 384 901 CS 214 966

Smith, Ronald E.
Community and Self in First-Year Composition.
PUB DATE- Mar 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community; *Cooperative Learning; *Freshman Composition; *Group Dynamics; Higher Education; *Peer Groups; *Self Concept; Teaching Methods; Tutoring
IDENTIFIERS- Academic Discourse Communities; Writing Style

The practice of treating students as valuable contributors to the educational process can be traced back at least as far as Socrates. Unfortunately, the predominate pattern of pedagogy in the United States has been one of exclusion. Those instructors

ED 384 919   CS 508 958

Shelton, Michael W.
Workplace to Workplace--Training Health Educators in the Use of Audiovisual Aids.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Audiovisual Aids; *Audiovisual Communications; *Health Education; *Health Promotion; Higher Education; Preventive Medicine; *Public Speaking; Speech Communication; Teaching Methods; Training Objectives
IDENTIFIERS- *Health Communication; Oral Presentations

The health care environment is undergoing significant change in the United States. There is constant talk of a health care crisis and the need for systemic reform. Part of this reform involves the education of the individual so that he or she can monitor his or her own health. The need for expanded health education produces implications for communication educators. G. Kreps and B. Thornton have noted that communication is the "primary tool that health educators use in disseminating relevant and persuasive health information." Much of this dissemination occurs in public presentations, which require strong presentation skills and techniques. Kreps has argued that "preparation and use of effective visual aids and graphics in presentations to clearly illustrate complex health topics will enhance health education efforts." Improved comprehension, retention and persuasive impact have been correlated with the use of visual aids. M. Osborn and S. Osborn have summarized the advantages of audiovisual aids: (1) they enhance understanding; (2) they add authenticity; (3) they add variety; (4) they help the presentation have lasting impact; and (5) they build the presenter's ethos as a speaker. Kreps and Thorton among others have provided advice for health care presenters that speech communication educators should try to pass on to their students, especially those in the health care professions. (Contains 29 references.) (TB)

ED 384 920   CS 508 959

Grassmick, David; Clinton, Pamela A.
Reaching Out: Extending the Argument about Debate Outreach.
PUB DATE- 21 Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Services; *Debate; Educational Research; Higher Education; High Schools; *High School Students; *Outreach Programs; School Community Programs; *Student Recruitment; Use Studies
IDENTIFIERS- Cross Examination Debate Association; *Marist College NY

ED 384 937 CS 508 980

Steinke, Jocelyn; Long, Marilee
A Lab of Her Own?: Portrayals of Female Characters on Children's Educational Science Programs.
PUB DATE- May 95
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Characterization; Content Analysis; *Educational Television; Elementary Education; *Females; *Mass Media Effects; Mass Media Role; Science Education; *Sex Role; *Sex Stereotypes; Television Research
IDENTIFIERS- Gender Issues

Television teaches children gender-specific behaviors, attitudes, characteristics, and personality traits. Research indicates that by observing male and female characters on television, children learn to label certain characteristics and behaviors as masculine or feminine and to assign traditional sex-role stereotypes to careers. Content studies of televised portrayals of professional women reveal a long history of under-representing and stereotyping women. A study examined televised portrayals of female characters on five episodes of each of four children's educational science programs ("Mr. Wizard's World," "Beakman's World," "Bill Nye the Science Guy," and "Newton's Apple"). Results indicated that children's educational science programming represented three times as many male as female characters, and twice as many adult male scientists as adult female scientists. Female characters were portrayed as pupils or apprentices, laboratory assistants, science reporters, and expert scientists. However, of the 82 female characters observed, 69 female characters were portrayed in secondary roles as students, laboratory assistants and science writers. Noticeably few adult female characters were portrayed as expert scientists or in positions of high prestige within the scientific community. (Contains 47 references and one table of data.) (Author/RS)

ED 384 938 CS 508 981

Grant, Jo Anna; And Others
Non-Empirical Research in Communication and Instruction: 1983-1993.
PUB DATE- May 95
NOTE- 58p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Instruction; *Communication (Thought Transfer); *Communication Research; Content Analysis; Higher Education; Research Needs; Scholarly Journals
IDENTIFIERS- Educational Issues; Research Suggestions

A study assessed, categorized, and synthesized non-empirical research to provide both an initial assessment and future direction for the field of communication and instruction. Abstracts of all 250 non-empirical instructional communication,

ED 384 957 EA 026 828

Rieck, William A.
Curricula School Based Service Learning: A Developing Model for Louisiana.
PUB DATE- 25 May 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Outreach Programs; *Public Service; *School Community Programs; *School Community Relationship; Social Responsibility; *Student Participation
IDENTIFIERS- *Louisiana

This paper reports first-year findings of a study that identified school-based-learning activities in Louisiana. The paper also describes experimental projects in operation and provides a curriculum framework for schools interested in initiating a service-learning project. Data were obtained from a survey of all school principals in 8 Louisiana parishes and 55 superintendents. A total of 248 surveys were mailed with 140 being returned for a response rate of 56.5%. Findings indicate that except for those programs funded by subgrants, there are currently not many true curricula school-based service-learning (CSBSL) programs in the state. CSBSL is any integration of curricula content and service to the community, through which course objectives are achieved simultaneously with true benefit being provided to one or more segments of the community. Guidelines for developing a CSBSL program are presented: (1) select a topic or theme; (2) select objectives in collaboration with the community; (3) plan activities based on student input; (4) establish time lines with regard to community and classroom considerations; (5) conduct activities; and (6) evaluate the program by eliciting responses from teachers, students, and the service receiver. Hypothetical uses of service-based learning in an elementary, middle, and high school are included. One figure illustrating the guideline model is included. Contains 19 references. (LMI)

ED 384 958 EA 026 833

Evans, David R., Ed.
Education Policy Formation in Africa: A Comparative Study of Five Countries. Technical Paper No. 12.
PUB DATE- Jun 94
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Comparative Education; *Developing Nations; Economic Development; Educational Change; Educational History; *Educational Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; Governance; *Policy Analysis; *Policy Formation; Program Implementation
IDENTIFIERS- *Africa

This publication contains a set of five case studies and two analytical overview chapters that lay the foundation for a deeper understanding of the process of educational policy formation in Africa. Reflecting developments until late 1992, the cases include Botswana, Tanzania, Uganda, Mali, and Senegal. The articles describe and analyze current approaches to educational policy formation. Specifically, the case studies

ED 384 977 EA 026 870

Bruckerhoff, Charles
School Routines and the Failure of Curriculum Reform.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Curriculum Problems; *Educational Change; Intermediate Grades; Mathematics Education; *Mathematics Instruction; *Resistance to Change; Teacher Influence; Teacher Role

This paper describes first-year results of a project in Cleveland (Ohio) that was funded by the National Science Foundation. Cleveland's Problem Solving Infusion Program (PSIP) was designed to help teachers implement new mathematics standards and to empower them to make curricular decisions. In particular, the study examined whether urban teachers reformed mathematics instruction, and if so, how and how much. Data were derived from observation and interviews of 12 teachers (7 women, 5 men) during the first 6 months of 1989. The findings, which indicate that teachers worked for the letter of reform rather than its spirit, illustrate how school routines can be a major obstacle to educational change. Teachers' routines manifested themselves as school-keeping systems that ultimately maintained the status quo. Standard institutional programming, the teachers' limited concept of curriculum theory, and the tendency for teachers to follow established policy resulted in the continuation of business as usual. Comprehensive school improvement and curriculum reform requires: (1) teacher responsibility for providing effective problem-solving instruction; (2) public's trust in school teachers; (3) research of process-oriented teaching and learning; (4) the promotion of student learning as teachers' primary responsibility; and (5) a connection with the community's plans for urban reconstruction. (LMI)

ED 384 978 EA 026 871

Kirby, Peggy C.; Bogotch, Ira E.
Empowerment and Information Utilization within a Restructuring School District.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Educational Cooperation; Elementary Secondary Education; *Participative Decision Making; *Power Structure; *School Restructuring; Teacher Influence; *Teacher Participation; Teacher Role
IDENTIFIERS- *Empowerment

In a study of how decisions were made in 24 restructuring schools (Kirby and Bogotch 1993), teachers claimed to have considerable decision authority. Teachers in most of the schools, however, reported that decision making was based on existing knowledge

ED 384 996 EA 026 897

Keller, Diana; Dror, Ilana
Planning Non-Formal Education Curricula: The Case of Israel.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ideology; Lifelong Learning; *Nonformal Education; Organizational Objectives; *Organizations (Groups); Role of Education; Social Values; Systems Analysis
IDENTIFIERS- *Israel

This paper compares the formal and non-formal education systems currently operating in Israel, describing the special features of curriculum planning in non-formal education. The central argument is that the non-formal education system fulfills functions that constitute a critique of the formal education system. The non-formal system offers the opportunity for experimentation with pedagogical methods, knowledge structures, and instructional modes. At a later stage, however, the formal education system may adopt methods developed within the non-formal system. Data were obtained from document analysis, interviews, and observation. Israel has an extensive network of non-school-based education organizations that function as non-formal education organizations. They include such groups as youth movements; community centers; sport and culture associations; museum programs; day care centers; and various support, interest, and action groups. All organizations feature free membership and view education as a lifelong process. The themes typical of non-formal education organizations, which reflect basic conflicts in Israeli society, include: (1) universal versus particularistic elements of the Israeli national identity; (2) secular versus religious definition of the nation; (3) selective versus non-selective approaches to history and the Jewish past; and (4) the Jewish people versus the Israeli state. A conclusion is that the dichotomy between formal and non-formal education makes possible experimentation with methods. curricula, and structure, which serves a critical function. Despite their different ideological positions, conservative formal education and innovative non-formal education enjoy a complementary relationship. Formal education benefits from the experimentation produced by non-formal organizations and, in turn, consolidates the non-formal system. Contains 26 notes. (LMI)

ED 384 997 EA 026 898

Lugg, Catherine A.
Schools and Achieving Integrated Services: Facilitating Utilization of the Knowledge Base.
PUB DATE- Oct 94
NOTE- 22p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

ED 385 014 EA 026 918

Cordeiro, Paula A.; Smith-Sloan, Ellen
Apprenticeships for Administrative Interns: Learning To Talk Like a Principal.
PUB DATE- Apr 95
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Clinical Experience; Critical Thinking; *Educational Administration; Elementary Secondary Education; Experiential Learning; Field Experience Programs; Higher Education; *Internship Programs; Interprofessional Relationship; *Mentors; Principals; Professional Education; *Theory Practice Relationship

Despite a steady increase in the number of internship programs in educational administration, there is little empirical evidence with which to determine how internships affect both the intern's learning and the mentor-administrator. This paper presents findings of a study that investigated the intern-mentor relationship. The sample included 18 school principals and their 18 interns involved in the University of Connecticut's Administration Preparation Program (UCAPP). Eight mentor/intern pairs were at the elementary level, four pairs were from middle schools, and six pairs represented high schools. Data were gathered over a 2-year period through interviews with the interns and principals, an analysis of taped discussion sessions between interns and their mentors, and analysis of documents. The data suggest that interns undergo five stages of transition--initial contact, liminal, settling in, efficacy, and interdependence. Internships were found to be ideal for acquiring certain types of knowledge: day-to-day understanding of building operations, problem-solving strategies, interpersonal skills, time-management techniques, and reflective thinking. Mentors became colearners as the internship relationship developed, gaining opportunities to critically examine their own ideas, learn new content knowledge, and collaborate on projects. It is concluded that: (1) mentor selection is crucial to interns' indepth learning; (2) mentors need to scaffold opportunities for interns; (3) internship programs should provide internship activities that vary in depth and complexity and link theory and practice; (4) reflection should be an integral part of all internships; and (5) stages of acculturation and sociocultural factors affect how quickly interns adjust to their internship settings. One figure is included. Contains 37 references. (LMI)

ED 385 015 EC 304 006

O'Dell, Donald L.; Karr-Kidwell, P. J.
Leadership for Effective Schools: Guidelines for the Development of an Inclusion Program.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 385 032 EC 304 065

Special Educational Needs: A Guide for Parents.
PUB DATE- May 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Due Process; Early Intervention; *Educational Principles; Elementary Secondary Education; Foreign Countries; *Parent Rights; Parent School Relationship; Preschool Education; School Role; Special Education; *Student Evaluation; *Student Needs
IDENTIFIERS- *United Kingdom

This guide explains basic principles of educating children in the United Kingdom with special educational needs and the role parents can play in their child's special education. The roles of the schools, Local Education Authority (LEA), and other professionals are also discussed. Help available to children before starting school is identified, along with what parents can do if they think their child has a learning difficulty before or after the child has started school. By law a child has special educational needs if he or she has learning difficulties and needs special help. This means that the child finds it much harder to learn than most children of the same age or has a disability which makes it difficult to use the normal educational facilities in the area. The guide includes information on the following: children under 5; children at school; assessments and statements (the statutory assessment, what parents can do if the LEA decides not to assess their child, what happens after a statement has been prepared for the child, the time involved in actions from the time of proposing an assessment to making a statement, annual review of the statement); disagreeing with the LEA; choices for the child after age 16; and educating sick children. Definitions of terms are also provided, along with a list of free publications and a directory of organizations. (SW)

ED 385 033 EC 304 066

Code of Practice on the Identification and Assessment of Special Educational Needs.
PUB DATE- 94
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Disability Identification; Due Process; Elementary Secondary Education; Foreign Countries; Government School Relationship; Guidelines; *Individualized Education Programs; Legal Responsibility; Models; Needs Assessment; Parent Rights; Parent School Relationship; Preschool Education; Public Policy; *School Responsibility; School Role; *Standards; *Student Evaluation
IDENTIFIERS- *United Kingdom

The United Kingdom's Code of Practice on the Identification and Assessment of Special Educational Needs is presented, along with an introduction explaining the code of practice, which gives guidance to local education authorities (LEAs) and school

ED 385 051 EC 304 084

Rafferty, Yvonne; Holmes, Ellen Gallagher
Preschoolers with Disabilities: Educational Rights and Service Barriers.
PUB DATE- 93
NOTE- 40p.; Paper presented at the National Head Start Research Conference (2nd, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Compliance (Legal); Delivery Systems; *Disabilities; Disability Identification; *Early Intervention; Educational Legislation; Equal Education; *Federal Legislation; Federal Regulation; *Homeless People; Limited English Speaking; Preschool Education; Student Evaluation; Student Placement; Urban Education
IDENTIFIERS- *New York (New York)

This monograph provides an overview of federal laws relevant to the provision of educational services to preschool children with disabilities (as well as additional laws pertaining to children who are homeless) and examines implementation of these laws in New York City. It begins with an overview of federal legislation including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, Chapter 1 of the Elementary and Secondary Education Act, the Head Start Act, and the Stewart B. McKinney Homeless Assistance Act of 1987. The paper also reviews barriers confronting New York City preschoolers with disabilities. Barriers to timely and appropriate identification, evaluation, and placement include failure to solicit parental input, restricted locations of approved evaluation sites, a shortage of bilingual evaluators, inadequate program numbers, and placement of children in segregated programs. Finally, the paper considers barriers confronting preschoolers with disabling conditions who are also homeless. These include inadequate efforts to place homeless preschoolers into available programs, inconsistent application and selection procedures which ignore the transiency associated with homelessness, and failure to identify homeless preschoolers with disabilities due to ineffective or nonexistent outreach. (Contains 36 references.) (DB)

ED 385 052 EC 304 085

Fuchs, Douglas; And Others
Reintegrating Students with Learning Disabilities into the Mainstream: A Two-Year Study.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 95
NOTE- 59p.; Paper presented at the Annual Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Based Assessment; Elementary Secondary Education; Inclusive Schools; *Learning Disabilities; *Mainstreaming; Mathematics Instruction; Outcomes of Education; Program Effectiveness; *Reentry Students; Remedial Instruction;

ED 385 071 EC 304 104

Leach, Lynda Nash; Harmon, Adrienne Seccia
Annotated Bibliography on Secondary Special Education and Transitional Services. Volume 10 (and Integrated Master Index for Volumes 7-10).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 208p.; For volumes 1-9, see ED 279 115, ED 291 168, ED 303 026, ED 318 166, ED 332 428, ED 342 195, ED 353 718, ED 366 125, and ED 375 590, respectively. For Master Index for volumes 1-6, see ED 342 196.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Federal Aid; Federal Programs; Secondary Education; Special Education; *Transitional Programs
IDENTIFIERS- ERIC; Office of Special Educ Rehabilitative Services

This is the last volume of a 10-volume annotated bibliography documenting the literature in the field of secondary special education and transitional services. The 179 documents cited and abstracted include journal articles, conference proceedings, project reports and products, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC (Educational Resources Information Center) documents, and research reports. Each citation provides enough bibliographic information to facilitate finding the item through local library services. An integrated master index of titles, authors, and descriptors for Volumes 7-10 is provided. Additional listings include a list of Transition Institute documents in ERIC and a list of products developed by Office of Special Education and Rehabilitation Services (OSERS) projects. (DB)

ED 385 072 EC 304 105

Early Childhood Education.
PUB DATE- 95
NOTE- 71p.; Journal is "dedicated to the protection of every young person's right to a quality education."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- At Risk Persons; *Child Advocacy; Childrens Rights; *Disabilities; Early Childhood Education; *Early Intervention; Federal Legislation; Foster Children; Hearings; Homeless People; Immunization Programs; Inclusive Schools; Individualized Family Service Plans; Infants; Legal Responsibility; Mainstreaming; Nonprofit Organizations; Outreach Programs; *Parent School Relationship; Preschool Children; School Community Relationship; *Special Needs Students; *Student Rights; Toddlers; Urban Schools
IDENTIFIERS- *New York (New York); Project Head Start

This special theme issue of the journal "The Advocate," offers articles on early interventions for preschoolers with special needs, including three articles in Spanish. Contents include: "Providing An Orientation for Life" (Galen D. Kirkland); "AFC Fights Cuts in Education at 'Speak Out' Rally" (Nadine Renazile); "Testimony of AFC, 12/9/94, before the NYC Early Intervention Interagency Coordination Council" (Sharon Hammer); "Early Intervention for Children Living in Temporary Housing"

ED 385 091 EC 304 125

Cruz, Rey E. de la
Teacher Perspectives of the Social Skills Development of Children with Learning Disabilities.
PUB DATE- 6 Apr 95
NOTE- 27p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Basic Skills; *Difficulty Level; Elementary Education; Elementary School Teachers; *Interpersonal Competence; *Learning Disabilities; Mainstreaming; *Skill Development; Social Integration; Special Education Teachers; *Teacher Attitudes

This study examined how 30 general education and 30 special education elementary grade teachers rated the importance of social skills to classroom success and positive relationships of children with learning disabilities, and also considered how teachers determine ratings of difficulty of acquisition of social skills by children with learning disabilities. A 140-item social skills survey instrument was developed and administered. The three highest ranked social skills by both groups of teachers combined were: (1) "accepts consequences of wrongdoing"; (2) "follows written directions"; and (3) "completes assigned academic work." The three behaviors given the highest difficulty ratings by teachers were: (1) "ignores distractions from peers when doing seatwork assignments"; (2) "finds productive use of time while waiting for teacher assistance"; and (3) "continues working on a difficult task until it is completed." Some differences were found between special education teachers and general education teachers in their ratings of skill importance and difficulty in acquisition. The study also found that both groups of teachers viewed social skills primarily in academic terms. (Contains 11 references.) (DB)

ED 385 092 EC 304 126

Knopper, Dorothy, Ed.
Understanding Our Gifted. 1994-95.
PUB DATE- 95
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; Child Rearing; Computer Software; *Cooperative Learning; *Creativity; Educational Practices; *Educational Technology; Elementary Secondary Education; *Gifted; Information Sources; Preschool Education; Student Development; *Talent; Talent Identification

These six newsletter issues include special features on: (1) the spectrum of giftedness; (2) technology; (3) recognizing gifted young children; (4) secondary gifted students; (5) exploring creativity; and (6) mutual education. Examples of articles are: "Six Steps to Academic Damage Control: Beginning the Climb

ED 385 109 EC 304 144

Spencer, Patricia Elizabeth; And Others
A Descriptive Study of Play by Deaf and Hearing Infants. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Deafness; Developmental Stages; *Expressive Language; *Infants; Interaction Process Analysis; Language Acquisition; Mothers; *Parent Child Relationship; Parent Influence; *Performance Factors; *Play; Pretend Play; Social Influences; Symbolic Learning
IDENTIFIERS- Disabled Parents

Play behaviors of infants who had normal hearing or were deaf were observed during free play with their mothers, at ages 9, 12, and 18 months. Participants included 15 dyads of children who were deaf and mothers who were not, 15 dyads of children and mothers who were both deaf, and 15 dyads of children and mothers who both had normal hearing. Children with normal hearing displayed more representational play at 12 months than did either group of children with deafness. Equal amounts of symbolic play at 18 months were displayed by the dyads of children/mothers who were both deaf and children/mothers who both had normal hearing. Deaf children whose mothers could hear lagged behind the other two groups on production of higher-level play at 18 months. Individual differences in 18-month production of representational and symbolic play were largely explained by characteristics of mother's behaviors during earlier interactions with the child. Child level of expressive language was associated with the amount of higher level play demonstrated at 18 months. It is concluded that child play during interaction with mother reflects influences from both the social environment and from child cognitive-symbolic abilities. (Contains 96 references.) (SW)

ED 385 110 EC 304 145

A Video Technology Program Containing a Complete System of Tactile Communications for Individuals Who Are Deaf-Blind. A Tactile Signing Project: Tactile Interactive Signing and Primitive Signaling (Project TIPS). A Final Narrative Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; *Deaf Blind; Interaction; *Material Development; Parent Participation; *Sign Language; Skill Development; *Tactile Stimuli; *Videotape Recordings
IDENTIFIERS- *Tactile Communication

This report describes the development of two sets of videotapes on early tactile signaling and on interactive signing systems to be used with individuals who are deaf-blind. A tactile signal is defined as a touch cue, tactile gesture, and/or action cue, and these motions help to promote communication for

ED 385 130 FL 023 121

Alvarez, Gerardo; Perron, Denise
Concepts linguistiques en didactique des langues (Linguistic Concepts in the Teaching of Languages).
PUB DATE- 95
NOTE- 375p.
LANGUAGE- French
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Communication (Thought Transfer); Discourse Analysis; Foreign Countries; Grammar; *Language Role; *Language Skills; Language Variation; Linguistics; *Linguistic Theory; Phonology; Second Language Instruction; Second Language Learning; *Second Languages; Semantics; Speech Skills; Syntax; Vocabulary Development; Writing Skills

Basic linguistic concepts are presented and their links with second language learning and teaching are examined. The book is intended as a guide for teachers and others interested in second language instruction. Chapters address the following concepts: the relationship of language and linguistics, including basic terminology of discussion about language; language variation and the evolution of language norms; human communication, encoding and decoding, language functions, and nonverbal communication; the structure of language, content and form, and context; the role of applied linguistics in the teaching of languages; phonology and phonological skills; writing and its relationship to spoken language; words, discourse elements, and morphology; lexical competence and the teaching of meaning in a foreign language; grammar and syntax; text and text elements; and competence in discourse, including pragmatics, situational competence, and speech acts. Each chapter contains a list of recommended additional readings and several exercises to reinforce the concepts discussed. Contains 21 pages of references. (MSE)

ED 385 131 FL 023 122

Fishman, Joshua A.
Language and Ethnicity in Minority Sociolinguistic Perspective. Multilingual Matters 45.
PUB DATE- 89
NOTE- 726p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingualism; Cultural Context; Culture Conflict; Diachronic Linguistics; *Ethnicity; *Language Attitudes; *Language Maintenance; Language Planning; *Language Role; *Minority Groups; Social Attitudes; Sociocultural Patterns; Sociolinguistics

A selection of 27 papers from 1972 to publication includes works on a variety of topics whose unifying theme is the relationship of language and ethnicity. The papers are presented in six groups, on these topics: (1) what ethnicity is and how it is linked to language: phenomenological and socio-historical considerations; (2) language maintenance and language shift in ethnocultural perspective; (3) the ethnic dimension in language planning; (4) language and ethnicity in education: the bilingual minority focus; (5) contrasts and contexts in

Vocationalism in Twentieth-Century Australian Education" (Jill Blackmore) provides an historical base for the contemporary discourse as well as a framework for future critique. "What's in a Word" (Cate Poynton, Kim Lazenby) offers a precis of a research project that renames the skills of women workers in clerical occupations. "From Industry to Enterprise" (Kim Windsor) investigates the potential for "women's" industries to influence award and industry restructuring processes. "Women and Skill Formation" (Ann Byrne) draws on Labour Research Center research, with a focus on skill identification issues, classifications, and methodologies. "Women and Award Restructuring in Local Government" (Mira Robertson) considers implications for women workers within the industry. "The Transport Industry" (Robyn Francis) juxtaposes the male-dominated transport industry and its inherent challenges against "feminized" industries. "Women's Skills in Community Services" (Susan Kenna) contends that a fundamental shift is required in the way caring occupations are valued. "Community Service Workers and Pay Equity" (Sara Charlesworth) pursues issues of valuing service work and the skills inherent in such work. "Skill and Skill Formation for Women Workers" (Sue Harper) reports on a project that investigated women working in the hospitality industry in jobs usually viewed as unskilled or semiskilled. "Training for the Computerized Office" (Rosemary Harris) is a personal perspective of one female worker's experiences. "The ideology of Skill and Gender" (Cathy Emery) is a review of the literature around the ideology and construct of skill. (YLB)

ED 384 693   CE 067 737

Little, David; And Others
Adult Learning in Vocational Education. EEE700 Adults Learning: The Changing Workplace A.
PUB DATE- 91
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Adult Development; *Adult Learning; *Adult Vocational Education; Educational Psychology; Foreign Countries; Learning Processes; *Learning Theories; Teacher Education; Vocational Education Teachers
IDENTIFIERS- Australia

This monograph is part of the study materials for the one-semester distance education unit, Adults Learning: The Changing Workplace A, in the Open Campus Program at Deakin University (Australia). It explores four complex and interrelated issues: how vocational educators view their own practice, the characteristics and aspirations that distinguish adult learners, an overview of learning theories drawn from psychology, and an expanded view of human learning. Section 1 views adult education in a social context. Section 2 provides an overview of three alternative approaches by which one can understand how vocational educators view their practice. It attempts to ground current practice in various views of the relationship between theory and practice as a basis for linking how one acts with how one views the world. Section 3 focuses on the concept of adulthood, exploring what it means to stand in life as a mature human being and what it means to engage in learning activities as an adult. Section 4 presents an overview of established learning theories drawn from the field of stream of the Certificates of General Education (CGE) for Adults in Victoria, Australia. It is intended to support people developing numeracy or basic mathematics courses in adult literacy and basic education. An introduction defines numeracy, describes the accreditation framework for the certificates, and places numeracy within that framework. The remainder of the publication describes eight successful courses currently being delivered by practicing teachers and demonstrates how these courses relate to the accreditation framework. The curriculum examples attempt to cover a range of types and levels. The following courses are described: a special needs program at level 1, an integrated numeracy/literacy program at level 1/2, an industry numeracy program at level 1/2, numeracy by telematics at level 2, a return to study mathematics course for women at level 2/3, and a bridging math course at level 4. For each course, with its own individual teacher and program designer, there is a brief outline and description, an explanation of the relationship of the course to the competencies of the CGE for Adults and sample course outlines and activities. Some sections conclude with a bibliography. (YLB)

ED 384 710 CE 069 042

Davidson, Howard
Just Ask! A Handbook for Instructors of Students Being Treated for Mental Disorders.
PUB DATE- 93
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Students; Classroom Techniques; *Guidelines; Inservice Teacher Education; *Literacy Education; *Mental Disorders; Mental Health Programs; *Teaching Methods; *Tutoring; Tutors

This handbook provides practical information about the special needs of adult students (especially in literacy programs) who are being treated for mental disorders. The handbook includes teaching strategies for meeting these needs, as well as basic information about mental disorders and their treatment. The handbook is divided into six chapters that cover the following topics: (1) mental disorders and treatments; (2) the mental health system; (3) memory and mental disorder; (4) problems and strategies for literacy coordinators and instructors; (5) problems and strategies for students; and (6) training tutors of people with mental disorders. The guide also contains the following: a word list and glossary of terms; a resource guide listing books, articles, videotapes, newsletters, and organizations concerned with teaching adults with mental disorders; and 127 references. (KC)

ED 384 711 CE 069 066

Broughton, Gianne
The Recognition for Learning Pilot Project. Summary Report of Results and Recommendations.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Mar 93
NOTE- 86p.
LANGUAGE- English

Educational Principles; *Employment Programs; Equal Education; Federal Programs; Financial Support; Government School Relationship; Job Training; Labor Force Development; Partnerships in Education; Policy Formation; Position Papers; Postsecondary Education; *Public Policy; School Attitudes; *Systems Approach; Unions; *Vocational Education; Womens Education; Youth; Youth Employment; *Youth Programs
IDENTIFIERS- Career Centers

This document contains 27 essays and 5 policy statements regarding creation of a comprehensive and unified federal employment and training policy for youth and adults. The following essays are included: "In Search of the American Way" (Wills); "Rethink the Demand Side" (Smith); "The Federal Government as a Change Agent" (Nathan); "Making Sense of Federal Job Training Policy" (Spring); "Why Consolidation?" (Twomey); "Creating a National Human Resources Development System" (McGuire); "Future Directions for Employment & Training Policy" (Ganzglass); "Let's Build a System, Finally" (Butler); "Reinventing Federal Training Programs" (Carnevale); "Advancing America's Workforce" (Sofranac); "A Stitch in Time...Designing a Seamless Delivery System" (Pines); "A Labor Look at Job Training in 1995" (Roberts); "Youth Perspectives: Voices from the San Francisco Youth Coalition" (Eagleson, Bacher, Quizon); "Job Training Reform, Youth Development & Youth Corps" (Moore); "Approaching a New Era of Job Training" (Stoneman); "Developing Career Centers from the Inside Out" (Dorrer); Changing Our Approach to Federal Job Training Policy" (Strumpf); "Employment & Training" (Packer); "Management and Substance" (Sturomski); "Policy Opportunities for Teens in an Era of Change" (Hahn); "Anecdotes & Public Policy Prisms in Employment & Training" (Taylor); "Ensuring Equity for Young Women in Job Training" (Wurf); "Improving Employment Options of People with Disabilities" (Bartels); "Investment or Disinvestment?" (Kaplan); "Job Training Reform Must Assure Women Equity, Access and Specialized Direct Services" (Miller); "Vocational Education" (Jennings); and "A Community College Perspective" (Visdos). Also included are the following policy statements/recommendations: "Guiding Principles on Consolidation" (National Association of Counties and National Association of County Training & Employment Professionals); "Guiding Principles for Establishment of a Comprehensive & Consolidated Workforce Preparation & Development System" (U.S. Conference of Mayors); "Main Components of the G.I. Bill for America's Workers" (excerpted from President Clinton's Middle Class Bill of Rights); "Declaration of Intent" (excerpted from H.R. 511 introduced on January 13, 1995 by Representative Buck McKeon); and "Consolidating & Reforming Federal Job Training Programs" (joint statement by Senators Kennedy and Kassenbaum excerpted from Congressional Record, June 9, 1994.) (MN)

ED 384 729 CE 069 343

Ibezim, Don O.; McCracken, J. David
The Integration of International Agricultural Concepts into Agricultural Science Programs in the North Central Region of the United States. Summary of Research 78.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Comparative Analysis; Educational Practices; *Global Approach; *Integrated Curriculum; Regional Characteristics; Relationship; Secondary

Education; Program Costs; *Retraining; State Federal Aid;
*Statewide Planning; *Training Methods
IDENTIFIERS- Alabama; California; Connecticut; *High Performance
Work Organizations; Illinois; Iowa; *Workplace Literacy

Because their fiscal health depends on having a large base of high-wage taxpayers, states have an economic interest in increasing their citizens' skill levels. In today's global economy, high wages are increasingly tied to the high skills required to function successfully in high performance work organizations. Employer-provided skill upgrading for most U.S. workers is either inadequate or nonexistent as firms seek to minimize operating costs. Publicly supported efforts to train adult workers cannot succeed by simply building upon the foundations of existing state education policies/practices because nearly all current spending on human resource development supports primary, secondary, and higher education. Several states, including Alabama, California, Connecticut, Illinois, and Iowa, are involved in the following types of innovative activities to target training and education toward workers and firms in the private sector: provide high priority assistance to companies developing high performance organizations that take full advantage of broadly skilled workers and flexible production systems; finance worksite-based skill improvement; use tax and bond systems to meet the need for reliable funding of training programs; and use tax credits to train work forces through state-approved providers. (A list of 7 contact persons is appended. Contains 14 references. (MN)

ED 384 747 CE 069 388

Hoppers, Wim, Ed.; Komba, Donatus, Ed.
Productive Work in Education and Training. A State-of-the-Art in
Eastern Africa. CESO Paperback No. 21.
PUB DATE- 95
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Developing Nations;
*Economic Development; Educational Needs; Educational
Objectives; Educational Policy; Educational Practices;
*Educational Principles; Educational Research; Educational
Strategies; Educational Trends; *Education Work Relationship;
Foreign Countries; Integrated Curriculum; Outcomes of
Education; Policy Formation; *Productivity; Secondary
Education; State of the Art Reviews; Synthesis; Trend Analysis;
*Work Experience Programs
IDENTIFIERS- *Africa (East); *Education with Production

This book contains 10 papers reviewing eastern Africa's experience with "education with production" (EWP), which is a term referring to arrangements whereby a socially and economically meaningful component of production is combined with education or training. The following papers are included: "Introduction" (Wim Hoppers, Donatus Komba); "International Trends in Combining Education, Training, and Productive Work" (Wim Hoppers); "The Experience of Research through Networking" (Wim Hoppers, Donatus Komba); "Education with Production: Approaches to a State-of-the-Art" (Kenneth King); "Tanzania: Education for Self-Reliance Dimension of Education with Production" (Donatus Komba, Elisha Temu); "Education with Production in Kenya" (Daniel N. Sifuna, John O. Shiundu); "Education with Production in Zambia" (Patrick Haamujompa); "Education for Production in Ethiopia" (Birhanu Dibaba, Deneke Mokuria); "A Synthesis of Current Knowledge of EWP in the materials for animal facility personnel that were enbtered in the AGRICOLA database between January 1979 and February 1995. Citations of journal articles, books, and audiovisual materials are included. A wide variety of publication types are represented, including the following: program descriptions, program evaluations, teacher/student guides, laboratory manuals, guidelines and policy directives, pocket/field guides, needs assessments, literature and state-of-the-art reviews, conference proceedings, research reports, textbooks, and resource guides. Among the topics covered are the following: academic achievement; adult learning; animal anatomy, behavior, breeding, diseases, experimentation, testing, and welfare; bioethics; cattle husbandry; computer-assisted instruction; licensing; law/legislation; learning ability; personnel management; physiology; policy; pharmacology; resource management; research; transplantation; toxicology; telecommunications; science education; professional continuing education; graduate study; employment opportunities; regulations; training; teaching materials; teaching methods; and technical training. Each citation contains some or all of the following: citation number, National Agricultural Library call number, author, title (and journal title if applicable), publisher, place of publication, format information, length (total number of pages or running time), language, and descriptors. Author and subject indexes are included. (MN)

ED 384 767   CE 069 450

Agricultural Education I. Teacher Edition. Second Edition.
PUB DATE- 96
NOTE- 822p.; For related Student Workbook (Parts 1 and 2), see CE 069 451.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; *Agricultural Production; Animal Husbandry; Behavioral Objectives; *Course Content; Educational Resources; Field Crops; Leadership Training; *Learning Activities; Occupational Safety and Health; *Recordkeeping; Secondary Education; Student Organizations; *Teaching Methods; Test Items; Work Experience Programs
IDENTIFIERS- Future Farmers of America

This instructor's manual and resource package are intended to aid teachers in teaching a basic framework of knowledge in the areas of agricultural production and record keeping. The manual contains the following items: upfront pages (content information and information on measuring student performance gains, required criteria for a competency-based education program, and corrections and suggestions); a curriculum and duty/task crosswalk; a basic skills matrix; instructor's guide, answers to assignment sheets and tests, and test code sheets for each of the 22 units; and an instructional supplement (one set for all of the basic skills enablers appearing in the book). The instructor's guides to the units include required and optional activities, focus assignments, general instructions, objectives, evaluation, lists of required and optional resources, and unit references. The 22 units are organized in 6 sections that cover the following: (1) orientation and safety; (2) leadership and Future Farmers of America; (3) supervised occupational experience programs; (4) animal science; (5) plant science; and (6) agricultural mechanics. The resource package contains the following items:

(Publications); *Learning Activities; *Occupational Information; *Printing; *Publishing Industry; Teaching Methods
IDENTIFIERS- *Oregon

This activity guide was developed in Oregon using the theme of the 150th anniversary of the Oregon Trail to help teachers conduct classroom activities that make use of the skills involved in printing and publishing. It was written by a classroom teacher and designed and published by the printing industry. The guide has the following six purposes: (1) share ideas in the classroom that use skills in printing and publishing; (2) demonstrate practical applications and career emphasis in classroom activities; (3) emphasize a thematic approach to encourage interdisciplinary study; (4) demonstrate the benefits of integrating academic and technical skills with business partnerships; (5) spark teacher creativity by use of these activities in classrooms; and (6) show Oregon teachers how classroom learning might connect with career skills in professions other than printing and publishing. Topics covered in the 11 activities presented in the guide are the following: understanding the printing process; creating a symbol or logo; combining written material with illustrations; how photographs are printed in newspapers and magazines; understanding the color wheel; the price of advertising; interpreting and creating editorial cartoons; the importance of proofreading; copyfitting; designing a poster; and a student newspaper. Each one-page activity consists of two sections: a career connection and a student assignment. (KC)

ED 384 786 CE 069 473

Lasonen, Johanna, Ed.; Stenstrom, Marja-Leena, Ed.
Contemporary Issues of Occupational Education in Finland.
PUB DATE- 95
NOTE- 390p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adult Vocational Education; Apprenticeships; Case Studies; Competency Based Education; Criterion Referenced Tests; *Curriculum Development; *Educational Change; Educational Needs; Educational Objectives; Educational Principles; *Educational Quality; Educational Trends; *Education Work Relationship; Females; Flexible Progression; Foreign Countries; Futures (of Society); General Education; Labor Force; Labor Market; Managerial Occupations; Models; Postsecondary Education; Prevocational Education; Secondary Education; Self Evaluation (Individuals); Sex Bias; Teacher Education; Teacher Qualifications; *Teaching Methods; *Vocational Education; Youth Programs
IDENTIFIERS- *Finland; Polytechnics

This book contains 28 papers about the current status of occupational education in Finland, with special emphasis on context factors, structural and pedagogical reform, and quality management. The following papers are included: "Introduction of Educational Structure in Finland" (Johanna Lasonen, Marja-Leena Stenstrom); "Vocational Education and the Unstable Labour Market" (Reijo Vaarala); "Craft and Prevocational Education in Pre-Primary and Primary Education" (Juhani Peltonen); "Gender Stratification in Vocational Education and the Labour Force in Finland" (Stenstrom); "In Search of the Woman Manager" (Lemmikki Taalas, Maarit Virolainen); "Future Readiness in Vocational Adult Education and Curriculum Development" (Pirkko Remes); "On the Mission of Upper Secondary Education" (Matti Vesa Volanen); "Mutual Enrichment between General and

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; Case Studies; *Educational Innovation; *Integrated Curriculum; Pilot Projects; Secondary Education; State Surveys; *Teacher Attitudes; Teacher Behavior; Teacher Characteristics; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Illinois

A pilot study (first phase of a 2-year study) was conducted to identify individual teachers who had begun integrating academic and vocational education before the development of state or national integration initiatives such as tech prep. The teachers were identified through a procedure involving nominations of exemplary vocational education teachers and/or programs by state-level staff in Illinois, conducting telephone interview with the nominees regarding their integration activities, and selecting a small number of subjects for further study. Of the 49 teachers nominated by the Illinois State Board of Education, 46 were interviewed. Thirteen teachers with more than 10 years of experience with vocational and academic integration were identified. No one universal reason for initiating integration was found. Teachers in business, and to a lesser extent in agriculture, appeared to use integration in their instruction as a requirement of their courses. In programs such as home economics, technology, and health occupations, on the other hand, teachers needed to make deliberate efforts to introduce academic subject content in their instruction. Three of the teachers identified as innovators were interviewed in depth. (Appended are the following: letter to the Illinois State Board of Education, site selection interview guide, and on-site interview guide.) (MN)

ED 384 805 CE 069 518

Kraemer, Dagmar
The Dual System of Vocational Training in Germany. BASIS-INFO 11-1995. Social Policy.
PUB DATE- Jul 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; Cooperative Education; Educational Philosophy; *Educational Practices; *Education Work Relationship; Foreign Countries; Institutional Cooperation; *On the Job Training; School Business Relationship; Secondary Education; Vocational Education
IDENTIFIERS- *Germany

The dual system of vocational training is a joint government-industry program and part of the general educational system in Germany. It provides hands-on training in private businesses coupled with specialized instruction in public vocational schools at no cost to students. The objective of the dual system is to provide young people with the best possible job qualifications by engaging the private sector, which provides practical experience, and the public vocational schools, which provide theoretical instruction, in the training of the future work force. The program bridges the transition from school to work. More than two-thirds of all German youths between the ages of 15 and 18 enroll in vocational training in one of the

DESCRIPTORS- *Computer Software; Educational Objectives; *Home Economics; Secondary Education; State Curriculum Guides; *State Programs; Textbook Content; *Well Being
IDENTIFIERS- Illinois

This document provides additional information for teachers and administrators who are implementing the Illinois Plan for Home Economics Education by conducting the several exploratory/orientation courses developed in the curriculum. These six appendixes contain the following: (1) the Illinois Home Economics Sequential Program; (2) a comparison of various processes used in home economics textbooks; (3) an article explaining the six dimensions of wellness; (4) the Illinois State Goals for Learning; (5) a computer software listing of 108 programs; and (6) acknowledgements listing the persons who contributed to the Illinois Plan for Home Economics Education curriculum project. Some of the programs in the computer software list are: Advertising; AIDS; Alcohol; Ask Me: Sex Information for Adolescents; Be a Winner: Negotiate; Career Directions; Checking and Savings; Child Development Series; Cholesterol Countdown; Color Your World; Credit and Loans; Design Your Own Home; Fabric Identification Kit; Filling Out Job Applications; Food for Thought; Home Energy Savings; Living Alone; Personality Profile 2; Positive Parenting; Pregnancy Series; Total Stress Management System; and Work Habits. (KC)

ED 384 823   CE 069 564

The Illinois Plan for Home Economics Education. A Curriculum Guide. Life: Learning for Independence, Family, and Employment Course.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Sep 91
NOTE- 170p.; For related documents, see CE 069 560-563.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Course Content; Course Descriptions; Health Education; *Home Economics; *Individual Development; *Learning Activities; Lesson Plans; Parenthood Education; Problem Solving; Secondary Education; *Self Actualization; Self Concept; Self Esteem; Self Evaluation (Individuals); State Curriculum Guides; Teaching Methods; Thinking Skills; Time Management
IDENTIFIERS- Illinois

This curriculum guide, which was designed for an exploration/orientation course in home economics, introduces students to the field of home economics. It is designed to develop the total well-being of students to empower them to become healthy, well-adjusted, self-confident, productive persons, family members, and workers. The guide contains the following materials: a course description, course objectives, background information for instructors, an abbreviated course outline and timeline, a detailed content outline, a bibliography listing 76 references for teachers and students, and a variety of teaching activities. The course outline identifies the major topics, and the more detailed content outline serves as a basis for creating the curriculum, developing lesson plans, and interpreting through the learning activities. The teaching activities develop specific portions of the content outline. Each activity includes the following sections: a teacher's page with student objectives, materials needed, directions, evaluation, Future Homemakers of America-providers, and outside agencies; and to provide school staff with a comfort level regarding student health needs so that workers can appropriately carry out educational programs. Procedures and instructions on how to assemble the team, what to cover in each meeting, and how to reach consensus on a plan are given. (RJM)

ED 384 843   CG 026 312

Crall, Marsha; And Others
The "ID" in Me. Project SEED.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Children; *Cooperative Learning; Curriculum Development; Curriculum Guides; Daily Living Skills; Elementary Education; Emotional Development; Friendship; *Interpersonal Competence; Lesson Plans; Mental Health; Physical Health; *Self Esteem; *Socialization

This curriculum guide shows how to develop a cooperative learning, interdisciplinary unit on self-esteem, coping skills, and healthy lifestyles. It offers teachers, using a team-teaching approach, instructions and activities for helping children to become successful in life. The emphasis is on cooperative learning methods. The matrix of lesson plans utilize basal texts, children's literature, library research, manipulatives, audiovisual materials, learning centers, guest speakers, music, art, drama, and small group discussions. Nine areas of life skills are explored: (1) I'm Okay, You're Okay; (2) Self-Esteem; (3) Handling Emotions; (4) Healthy Lifestyles--Hygiene Nutrition, and Exercise; (5) Making Friends; (6) Family Dynamics; (7) Taking Responsibility; (8) Peer Pressure--Refusal Skills; (9) Personal Goals and Vision for the Future. Each section outlines content and goals, activities, and resources needed for the lesson. Included are master copies for exploring feelings, games to promote healthy activities, and take-home handouts. A complete list of resources, including books, videos, filmstrips, audiotapes, educational software, and magazines appears in the back. (RJM)

ED 384 844   CG 026 313

Earles, Jay E.
Systemic Interventions in the Treatment of Substance Abuse.
PUB DATE- May 94
NOTE- 82p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Counseling; Drug Abuse; Family Environment; *Intervention; Meta Analysis; *Methods Research; Research Design; *Research Methodology; *Substance Abuse; *Systems Approach; Therapy
IDENTIFIERS- Addictive Behavior; Empirical Research; *Family Therapy; *Marital Therapy

The widespread problem of substance abuse negatively affects users and their families. This paper provides a methodological review of empirical studies that focused on systemic interventions (particularly marital and family therapy) in the treatment of substance abuse. The articles examined here focused on engaging the addict in treatment, reducing addictive supernatural/horror, fantasy, and science fiction; (3) with a single exception, students who read books in the romance and teen issues genres were girls; (4) fantasy and science fiction books, also with one exception, were read only by boys; (5) girls read two books for every book read by boys; (6) many of the books read by the students were of low literary quality; but (7) the majority of students who read "subliterature" were also the most prolific readers. Findings suggest that adolescents read a great deal of fairly low quality literature, but that this subliterature has the potential to act as a bridge to higher quality reading. (Contains 28 references.) (RS)

ED 384 865 CS 012 217

Baker, Joan M.
IRA's Dissemination of Past and Present Knowledge and Direct Action Could Be a Reading/Literacy Lifeline for Many of the "At Risk" Urban Poor.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *High Risk Students; *Low Income; Outcomes of Education; Reading Instruction; Standardized Tests; *Student Evaluation; *Urban Education; *Urban Schools
IDENTIFIERS- Emergent Literacy; International Reading Association

The International Reading Association's (IRA) goal of worldwide literacy is commendable, but such a thrust must include the urban poor who are failing to become literate. What educators know about language literacy learning and teaching is often not congruent with what is practiced in poor urban schools. Many homes of the urban poor have few, if any, books, games, spontaneous literacy learning activities, or literacy models. Elementary and secondary urban classrooms are often teacher-centered and wanting of interesting classroom libraries. Textbooks are filled with inappropriate and difficult material. Comprehension is more difficult for urban poor students who cannot activate their existing schema because they do not find their cultures represented in their textbooks. The concern of the teacher, however, is to get the students involved in their assignments as quickly as possible so that the classroom is orderly. Few secondary schools that serve the urban poor have schoolwide programs, which can change the pejorative reading/literacy outcomes of current practice. Instead, quasi-remedial programs serve these students. Reading/literacy researchers encourage the wise use of assessment and assessment tools, but the standardized, validated test is gospel in schools serving the urban poor. Teachers are often forced to use skill-and-drill to prepare students for state-mandated proficiency tests. IRA needs to create an action plan to help educators apply current research findings and best practices to classroom instruction and home reinforcement activities. (Contains 48 references.) (RS)

ED 384 866 CS 012 218

Rivaldo, Renee
Invented Spelling: What Is the Problem? The Misconceptions of Whole Language Teachers.
PUB DATE- 94
NOTE- 27p.

exploration. Throughout the book are personal stories. Interspersed between the chapters are "interludes"--stories, poems, impressions, and mini-essays that set the tone, slip in information, or serve as examples. The book reads sometimes like a novel, sometimes like a memoir, sometimes like a persuasive essay, but always in clear, accessible language. Chapters in the book are: (1) Truth through Narrative; (2) Truth, Risk, and Passion; (3) Faith and Fearlessness; (4) Further Ways of Knowing: Dialog, Poetry, and Song; (5) Breaking the Rules in Style; (6) Evolving Voice through the Alternate Style; (7) The Multigenre Research Paper: Melding Fact, Interpretation, and Imagination; (8) Problems, Issues, Dilemmas of the Multigenre Research Paper; (9) Reading for the Real World; (10) An Ally in Others; and (11) Blissfully Lost in Literacy. Contains 89 references. Appendixes presents four writing samples. (RS)

ED 384 884   CS 214 947

Rief, Linda, Ed.; Barbieri, Maureen, Ed.
All That Matters: What Is It We Value in School and Beyond?
PUB DATE- 95
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; *Language Arts; Parent Participation; *Portfolio Assessment; *Portfolios (Background Materials); Professional Development; *Student Evaluation; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- Teacher Writers

Suggesting that evaluation is an ongoing part of classroom life from day one, this book presents essays by classroom teachers that examine learning and evaluation and the need to bring the two together in more relevant ways. Essays in the book discuss ways to examine the potential of portfolios to reflect different kinds of intelligence; balance individual needs with those of the entire class; discover ways to enhance professional development within school walls; involve parents in meaningful, ongoing evaluation; and recognize and honor students' and teachers' passions in classrooms and beyond. Eight "interludes" (brief essays where teacher-writers reflect on what matters most in their lives) are interspersed among the 17 essays in the book. Essays in the book are: (1) "Staying Off-Balance and Alive: Learning from My Students" (Linda Rief); (2) "Dear John (Dewey, that is)" (Judith A. Fueyo); (3) "Share What You Love: An Interview with Katherine Paterson" (Jack Wilde); (4) "School's Cool When It Comes Down Real" (Mary Mercer Krogness); (5) "We Know Because We Asked" (Mark Milliken and Steven Tullar); (6) "Postcard" (Kathleen J. Mahan); (7) "Evaluation: Making Room for Robbie" (Carol Wilcox); (8) "The Value of Blabbing It, or How Students Can Become Their Own 'Go Yows'" (Douglas Kaufman); (9) "So, What Are These Portfolios For?" (Pat McLure); (10) "Perceptions of Portfolios: What Parents and Fifth Graders Think" (Margaret M. Voss); (11) "Process-Folios in the General Music Class" (Rosalie O'Donnell); (12) "Celebrating Possibilities: A Valuable Experiment" (Maureen Barbieri); (13) "Sharing the Best of What We Have" (Martha Horn); (14) "Children, Literature, Passion" (Karen Smith); (15) "Paired Learning: Toward a Culture of Collaboration" (Pat McDonald-O'Brien with Mark Klein); (16)

who are part of recent movement to help their students enter the academic discourse face the problem that the academic discourse itself and the community it represents are amorphous. At best, higher education is a loose confederation of field-specific disciplines. A second problem for composition instructors is that field-specific disciplines seem to be more concerned with preserving the status quo than with furthering the educational growth of the individual. These problems can best be addressed through strong writing-across-the-curriculum programs, programs that allow instructors in specific disciplines to help their students gain entry into their chosen disciplines. Another way to help them gain entry is collaborative learning. Thom Hawkins, in describing the peer tutor program at the University of California at Berkeley's writing center, has shown how collaborative learning functions as a means of enculturation by helping students adapt to the writing styles demanded of them. If there are some dangers in collaborative learning--that the collective voice will drown out that of the individual--the gains, being so great, justify the approach. The teacher must lead by example and be open to a multiplicity of voices and ideas. (Contains 24 references.) (TB)

ED 384 902   CS 214 967

Boehnlein, James M.
Explicit Teaching and the Developmental Writing Course.
PUB DATE- Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; *Basic Skills; *Basic Writing; Higher Education; Student Needs; *Teaching Methods; *Writing Improvement; Writing Processes
IDENTIFIERS- Basic Writers; Course Development; *Explicit Instruction; University of Dayton OH

While placement procedures and lack of writing skills are certainly perplexing, classroom practices and procedures remain the most fundamental of challenges for the developmental writing instructor for good reason: time-on-task methods are the most direct means by which students improve skill levels. One instructor found that this approach to teaching writing had become inappropriate for students. Therefore the course was redesigned by employing more explicit teaching methods. It was feared that students in previous summer programs at the University of Dayton (Ohio) had lost sight of fundamental principles of writing because the instructor had de-emphasized the product of their writing and over-emphasized the process. For these students, constant feedback and reassurance that they were accomplishing goals was sometimes more important than the monitoring of writing stages. The fundamental design of the course became to augment writing strategies with goal-directed procedures. For example, when the exemplification essay was taught, the instructor emphasized throughout the unit what the students should accomplish and the strategies that typically support the goal. Less reliance was placed on their grasping the actual skills than on their clearly focusing on goals of that exemplification assignment. Central to this emphasis on teaching the formal features of a writing assignment is the sense that developmental students need to enter a comfort zone

A. C. Snider has suggested that CEDA (Cross Examination Debate Association) should create an outreach program to connect CEDA debate programs with the high school policy debate community. Most debate educators would laud programs that promise to train more students in argumentation, but a pilot program shows that an outreach program does not fulfill its promise of open debate to more students. A study set up a pilot program at Marist College (New York) that: (1) assigned two unpaid student interns to administer the pilot program; (2) assessed the needs of high school debate programs; (3) set up a high school judging program that provided judges for high school debate tournaments; (4) ran a model LD workshop for high school debate; and (5) attempted to recruit high school students to the college to join the debate team. These various projects met with a broad range of outcomes from not worthwhile to very worthwhile. However, experience demonstrates that active outreach to high school students drains resources from more pressing needs. The college administration supported this pilot study; but when they evaluated the results, the academic vice president wondered if time and money would not be better spent introducing new college students to debate rather than chasing after experienced high school debaters. He did not see why high school students who already had 3 or 4 years of debate training would be intrinsically more worthy of attention than college students with no experience. (TB)

ED 384 921 CS 508 962

Rao, Nagesh
The Oh No! Syndrome: A Language Expectation Model of Undergraduates' Negative Reactions toward Foreign Teaching Assistants.
PUB DATE- May 95
NOTE- 88p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995). For a related paper, see ED 367 021.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Communication Problems; Communication Research; Communication Skills; *Foreign Students; Higher Education; Intercultural Communication; *Student Attitudes; *Student Reaction; *Teacher Student Relationship; *Teaching Assistants; *Undergraduate Students
IDENTIFIERS- Language Expectation Model

The "Oh No! Syndrome" represents the reactions of U.S. undergraduates towards a foreign teaching assistant (TA) when s/he walks into a class on the first day of a term. Since 1982, the Oh No! Syndrome has been studied as a "foreign TA language problem." Researchers have argued recently that U.S. undergraduates play an equally important role for the existence of the Oh No! Syndrome. A study offered and tested a part of the Language Expectation Model (LEM) to explore undergraduates' affective, cognitive, and behavioral responses when they interact with a foreign TA on the first day of class. The degree of accentedness and undergraduates' expectations of foreign TA's language skills were pretested. A total of 124 students from a large southwestern university participated. Results of the pretests indicated that foreign TAs with heavy accents were perceived as difficult to follow, and a foreign TA with an "American" accent was perceived as easy to understand. The main part of the study involved 330 students from 15 classrooms in the same university. Results indicated that when communication education, and training and development articles published from 1983 to 1993 in regional, national, and international journals were categorized and coded. Results indicated that: (1) an overwhelming majority of the articles (almost 80%) focused on communication education; (2) the predominant genre of the articles was "pedagogical issues"; (3) only 4% of the articles dealt with the development of theory; (4) a majority of the topics addressed in the articles were directly related to communication education; (5) the majority of the articles were oriented towards undergraduate education; (6) teachers were the primary focus of the articles; and (7) over half of the articles were published during the first 4 years of the period. Findings suggest that instructional communication research has been too centered on the process-product and teacher-centered paradigms of instruction, and that advances in pedagogy have not kept pace with theoretical advances in the communication field. Future research should adopt a more socially-based understanding of learning and shift the focus from communication education to instructional communication. Researchers need to make concerted attempts to promote dialogue to develop theory. (Contains 19 references and 12 tables of data.) (RS)

ED 384 939   CS 508 982

Myers, Virginia
Offering a Pragmatic Approach to State Speech Association Involvement in Advocacy Efforts.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; *Educational Policy; Higher Education; *Organizational Communication; Policy Formation; Program Descriptions; Secondary Education
IDENTIFIERS- Educational Issues; *Texas Speech Communication Association

Organizations seeking advocacy roles must be informed, organized, and consistent in their commitment to achieve and maintain success. The experiences of the Texas Speech Communication Association's 12-year process to become a viable force in drafting and implementing educational policy in Texas might be useful to other state educational organizations seeking to influence policy in their respective states. If protecting the interests of speech communication in the curriculum in public and higher education is a focus of the state association, the organization must be involved and active. Involvement in advocacy efforts should be considered carefully before any action is taken. It is essential that state organizations seeking involvement in policy making endeavors establish a network for forming organizational positions and implementing the organization's chosen course of action. Organizations also need to observe the following guidelines: (1) keep up with changes in a state's legislative bodies, committees, and in individuals serving in various policy making processes; (2) gather and marshall facts regarding all facets of state and national legislation; (3) set goals; (4) formulate a clear examine the policy-making process, the policy product, and the policy environment. Each of the cases contains a summary table of key policy events and a detailed bibliography of the major educational policy documents. Most cases provide a more detailed description of policy making in recent years, including an analysis of the role of major donors, the influences of political and economic events at the national level, and the extent that external factors have driven internal policy making. The contents are: (1) "Introduction and Overview" (David R. Evans); (2) "Case Summaries" (Jeanne Moulton); (3) "Education Policy Formation in Anglophone Africa: The Work of Education Commissions" (Ash Hartwell); (4) "Education Policy Formation in Botswana: The Transformation of Traditional Politics" (Jakes Swartland and Ash Hartwell); (5) "Education Policy in Tanzania: Self-Reliance and Dependence" (Joel Samoff); (6) "Education Policy Formation in Uganda: Continuity Amid Change" (David R. Evans and W. Senteza Kajubi); (7) "Education Policy Formation in Francophone Sub-Saharan Africa" (Francois Orivel and Christopher Shaw); (8) "Education Policy Formation in Mali: As a Response to Political Crisis" (Mamadou Bagayoko and Jeff Hittenberger); and (9) "Education Policy Formation in Senegal: Evolutionary Not Revolutionary" (William M. Rideout, Jr. and Mamadou Bagayoko). References accompany each chapter. (LMI)

ED 384 959   EA 026 835

Chase, Susan E.
Ambiguous Empowerment: The Work Narratives of Women School Superintendents.
PUB DATE- 95
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Cultural Influences; *Discourse Analysis; Educational Administration; Elementary Secondary Education; *Equal Opportunities (Jobs); *Personal Narratives; Racial Discrimination; *Sex Discrimination; *Superintendents; *Women Administrators
IDENTIFIERS- *Empowerment

Like other women who work in professions dominated by white men, women school superintendents tell stories about rising to influential positions, developing confidence in their authority and ability, yet continuing to confront discriminatory treatment in an occupation structured by gender and racial inequalities. This book examines these contradictory experiences of power and subjection, drawing on interviews with professional women of various ethnic and racial backgrounds who head school systems in rural, small-town, and urban communities across the United States. Part 1 explores cultural and discursive contexts, focusing on the tensions between American culture's emphasis on individual achievement and persistent debates over the causes and meanings of inequality. Part 2, "Narrative Strategies," is comprised of the following narratives: "Highlighting Competence and Excluding Subjection" (Ana Martinez); "Letting Ambition Go and Reconsidering Discrimination" (Denise Nelson); "Uncovering Layers of Vulnerability and Strength" (Margaret Parker); and "Using Professional Power To Overcome Subjection" (Karen Rhodes). Part 3 focuses on the larger story communicated by these four women's narratives. Despite their diversity, a certain commonality connects the narratives. All these superintendents partially dismantle and partially preserve the individualistic, of the internal group. The Kirby and Bogotch (1993) model, developed from that study, links two concepts of power--power as decision authority and power as knowledge--to restructuring. This paper presents findings of a study that tested the assumption that decision authority alone is insufficient for transformation of the core technology. In particular, the study attempted to determine what "empowerment" meant to teachers and administrators in a successfully restructuring district, the St. Charles Parish public school district (Louisiana). Data were obtained through 4 focus-group interviews with a total of 49 central-office administrators, elementary-school teachers and principals; and an interview with the superintendent. Findings indicate that empowerment is not confined to the granting of decision authority. Decision authority must be complemented by information access and organizational efficacy (the belief that schools can make a difference for all children) with regard to student learning. When empowerment includes authority, knowledge, and efficacy, organizational transformation is possible. Two figures are included. (LMI)

ED 384 979 EA 026 874

Federal Reorganization. Congressional Proposal To Merge Education, Labor, and EEOC. Report to Congressional Requesters.
PUB DATE- Jun 95
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgets; Categorical Aid; Costs; *Economic Impact; Educational Economics; *Educational Finance; Elementary Secondary Education; Federal Legislation; Financial Exigency; Higher Education; Institutional Survival; Program Administration; *Program Termination; *Reduction in Force; *Retrenchment
IDENTIFIERS- *Federal Reorganization

This document contains findings of a study conducted in response to a proposal that would merge the current Departments of Education and Labor. The proposal would also merge the Equal Employment Opportunities Commission (EEOC) with the two departments. Fiscal year 1995 budget data were used to analyze the congressmen's draft proposal and to determine the funding and staffing impact of the estimated cost savings. To realize administrative cost savings, the proposal would: (1) eliminate some programs currently administered within and outside of the existing Departments of Education and Labor; (2) eliminate or reduce duplicative departmentwide management functions; (3) reduce operating budgets for selected programs; and (4) consolidate education and job training programs. Administrative cost savings could total about $1.65 billion--$990 million in compensation and benefits, $530 million in other expenses, and $140 million from the administrative costs of eliminated programs. If the reduction in administrative spending occurred in fiscal year 1996, about 3,500 positions would need to be eliminated to achieve the $990 million in 5-year savings from compensation and benefits. However, about 1,100 additional positions may need to be eliminated to cover the costs of a reduction in force of this size. A phased-in approach to downsizing is recommended. Eleven tables and 30 figures are included. Appendices contain office profiles of the proposed Department of Education and Employment; the impacts of proposed cost reductions; a list of programs that may be consolidation candidates; comments from the Departments of Education, Labor, and EEOC; and a list of selected GAO products on education, DESCRIPTORS- *Agency Cooperation; At Risk Persons; Community Coordination; Community Resources; Cooperative Planning; Cooperative Programs; Elementary Secondary Education; Organizational Effectiveness; *Partnerships in Education; *Program Implementation; *Shared Resources and Services; *Social Services

Coordinated social services may be one of the most promising aspects of the current era of systemic educational reform. However, moving from a policy that calls for coordinated service integration into the actual practice of providing services requires the resolution of a host of complex, interacting issues. This paper provides an overview of what is known about service-integration projects and discusses how this knowledge can be used. A conclusion is that service integration is a highly complex, labor intensive, and dynamic process that also tends to be site specific. Several general models exist. "Collaboration" represents the high end of involvement and intensity for groups developing a service-integration alliance, with "coordination" at the midpoint, and "cooperation" representing the lowest level of involvement. Project scope is usually either statewide or local. During the implementation and dissemination stages of a service-integration project, participating agencies, schools, and communities should be aware of immediate issues such as staff development and role definition, and the larger contextual issues of turf, marketing, and financing. Collaborative efforts are most vulnerable to disintegration during the implementation stage. Sustained efforts by all stakeholders are needed for success. Contains 39 references. (LMI)

ED 384 998   EA 026 899

Nye, B. A.; And Others
Are Multiage/Nongraded Programs Providing Students with a Quality Education? Some Answers from the School Success Study.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Conference on Creating Quality Schools (4th, Oklahoma City, OK, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Continuous Progress Plan; Elementary Education; Grouping (Instructional Purposes); Longitudinal Studies; *Mixed Age Grouping; Multigraded Classes; *Nongraded Instructional Grouping; *Nontraditional Education; Student Development
IDENTIFIERS- *Tennessee

This paper presents findings of the longitudinal School Success Study (SSS), which is being conducted to determine the academic and social effects of nongraded (multiage, continuous progress) programs on Tennessee elementary school students. Covering the years 1993-99, the research seeks to identify successful school practices in both nongraded and graded programs. The study includes elementary-age students (K-4) from seven Tennessee schools that are implementing nongraded programs (n=1,500), three of which also have students in traditional classes (n=750), and five comparison schools in which all students are enrolled in single-grade classes. Academic achievement is measured by the Tennessee Comprehensive Assessment Program (TCAP) and the Tennessee Holistic Writing Assessment. Social development (academic self-concept) is measured using the Self-Concept and Motivation Inventory (SCAMIN). A one-way analysis of variance (ANOVA) indicates that students from nongraded

(055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compliance (Legal); Court Litigation; *Disabilities; Educational Change; Educational Legislation; Educational Trends; Elementary Education; *Inclusive Schools; Mainstreaming; *Program Development; Program Evaluation; Program Implementation; Trend Analysis
IDENTIFIERS- Texas

This paper offers a literature review of materials concerning inclusion of students with disabilities, and reports on the 3-year development of an inclusion program at one elementary school in Texas. The literature review is organized into sections which address legislative initiatives and law, special education programs with mainstreaming, the current educational movement of inclusion, controversies surrounding inclusion, and court litigation. The development of an inclusive program is recounted, in the following steps: (1) gaining approval from the school board; (2) educating the faculty and staff through visits to inclusion sites and inservice workshops; (3) evaluating staff development activities; (4) initial implementation of the inclusion program; (5) evaluating the program's first year; (6) modifications to allow inclusion of a student with very severe disabilities during the second year; and (7) continuing the program for a third year. Basic guidelines are offered for other school districts, addressing assessment, planning, training, and evaluation. Appendixes include program statistics, a faculty development agenda, summaries of films, handouts for inservice training, and inservice evaluation forms and data. (Contains 22 references.) (DB)

ED 385 016 EC 304 013

Maker, C. June; Nielson, Aleene B.
Teaching Models in Education of the Gifted. Second Edition.
PUB DATE- 95
NOTE- 493p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Processes; Cooperative Learning; *Curriculum Development; Curriculum Enrichment; *Educational Principles; Educational Psychology; Elementary Secondary Education; *Gifted; Independent Study; Instructional Effectiveness; Learning Processes; Problem Solving; *Teaching Models; Thinking Skills
IDENTIFIERS- Autonomous Learner Model for Gifted and Talented; Blooms Taxonomy; Enrichment Triad Model; Multiple Talent Approach to Teaching

This book provides a comprehensive review of teaching-learning models used in the development and implementation of a curriculum for gifted students. The models described were selected for their demonstrated or potential success with gifted children and their widespread use. For each model, the following types of information are provided: assumptions underlying the model, elements of the model, modification of the basic curriculum, modifying the approach, model development, research on effectiveness, advantages and disadvantages, and references. Following an introductory chapter, nine chapters cover the following models: (1) George Betts--the autonomous learner model; (2) Benjamin Bloom and David Krathwohl--the cognitive and affective taxonomies; (3) Jerome Bruner--the basic structure of a discipline; (4) Sidney Parnes--creative problem solving; (5) Joseph S. Renzulli--the governing bodies on responsibilities toward children with special educational needs. Contents cover principles and procedures, school-based stages of assessment and provision, criteria for a statutory assessment and how it is conducted, content of a statement of special educational needs, assessments and statements for children under age 5, and the annual review of statements. The code recommends use of a staged approach by schools and LEAs to help match special educational provision to children's needs. As guidance, the code sets out a five-stage model which involves: identification of special educational needs, coordination of the child's educational provisions by the school's coordinator, support from outside specialists, preparation of a multidisciplinary assessment, and consideration of the need for a statement of special educational needs. Appendices include: information on transitional arrangements, a glossary, an index, and the text of the Education (Special Educational Needs) Regulations 1994. (SW)

ED 385 034 EC 304 067

Edwards-Sutton, Jill
Respite Services for Families with Adolescents at Risk of Abuse or Neglect. ARCH Factsheet Number 39.
SPONS. AGENCY- Administration for Children, Youth and Families, Washington, DC. Children's Bureau.
PUB DATE- May 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; At Risk Persons; *Child Abuse; Child Neglect; Child Rearing; Counseling Services; *Family Problems; *Parent Child Relationship; Prevention; Program Design; *Respite Care; Social Support Groups

The provision of respite services for families with adolescents who are at risk of abusing or neglecting the young person is discussed, with attention to program design, services to parents, and services to adolescents. Respite programs can provide an important resource for families that lack sufficient supports to deal with the difficult period of adolescence, by providing a safe haven for family members to take a break from one another. A variety of family support services may be effective and may be provided on an individual or group basis. For an adolescent respite program to be successful, attention may need to focus on communication skills, behavior management, support groups for providing parent education, and parent counseling. Services for adolescents may be provided in schools, churches, or community facilities and may include recreational activities, support groups, and remedial academic programs. Mentoring can be valuable to the adolescent in order to experience adult friendship and positive role models. Adolescent support groups and individual counseling can also be helpful. Two national resource organizations are identified. (SW)

ED 385 035 EC 304 068

The Marfan Syndrome. Fact Sheet and Physical Education and Activity Guidelines.
PUB DATE- Mar 95

Resource Room Programs; *Student Placement; *Transitional Programs

This study evaluated the short-term and long-term effects of three variants of a case-by-case process for readying students with learning disabilities to move successfully from resource rooms to regular classrooms for math instruction. Twenty-seven special educators from 21 elementary and middle schools and their 47 students with learning disabilities were assigned randomly to one of three experimental conditions or a control group. In the experimental conditions, students were prepared for the transition by use of curriculum-based measurement and transenvironmental programming, each alone and in combination. Educational placement, math achievement, and student attitudes about reintegration were assessed in special and regular education settings. Teachers using the more complex and labor-intensive variants of the case-by-case process were more successful at moving students across settings and fostering greater math achievement and positive attitude change, especially while the students were still in special education. Nevertheless, at 1-year follow up, about half of the 47 students had never been integrated or were moved to the mainstream temporarily, only to be returned to special education. One reason for the relatively high return rate may have been that reintegrated students' math achievement slowed considerably in the mainstream. Implications are discussed. Study data are presented in nine tables and one figure. (Contains 49 references.) (Author/DB)

ED 385 053 EC 304 086

Halmhuber, Nancy
Knowledge, Motivation and Helping Behaviors in an Introductory Special Education Course.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Annual Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Cooperative Learning; *Course Organization; *Disabilities; Helping Relationship; Higher Education; *Instructional Effectiveness; Introductory Courses; Knowledge Level; *Preservice Teacher Education; Self Efficacy; *Special Education; Student Attitudes; Student Motivation; *Teaching Methods
IDENTIFIERS- Empowerment; Problem Based Learning

This study examined different course delivery formats for an introductory special education course, focusing on their impact on student motivation, learning, and attitudes toward helping. The 3-credit course was offered in two formats: a traditional course format (one large lecture section that met for 100 minutes once a week for 150 students and an additional recitation section where about 30 students per section met with the professor weekly for an additional 50 minutes); and an experimental course format in which 30 self-selected students met twice weekly for 75 minutes and also used interactive computer modules corresponding to assigned text readings. Experimental group students were also divided into cooperative learning groups that solved authentic problems encountered in general education classes. Students in the experimental section showed increased intrinsic motivation and gains in self-efficacy (in contrast to students in the traditional format who

(Alexandra Michalos); "Early Intervention: A Brief Parent Guide Regarding the Development of Individual Family Service Plans" (Sharon Hammer); "Intake"; "Tips for Parents/Consejos parra Padres" (Janice Silber); "Physical Exams & Immunization Requirements for New Students" (Valerie Pekar); "The Impartial Hearing Process/La Vista Imparcial" (Joan Harrington); "Asistencia Tecnica (Technical Assistance)"; "A Victory for Preschool Children with Disabilities" (Ellen Gallagher Holmes); "The Family Perspective on Head Start Inclusion" (Diane Bonelli); "A Historical View on Inclusion"; "Least Restrictive Environment Update" (Diana Autin); "The Least Restrictive Environment for Peter" (Janice Silber); "The National Council on Disability Holds Hearings in New York City"; "What Services and/or Programs Are You Entitled to from Your Committee on Preschool Special Education?" (Sharon Hammer and Ellen Gallagher Holmes); and "Testimony by AFC, 11/16/94, to: NYS Association of Counties Regarding Preschool Programs for Children with Disabilities" (Ellen Gallagher Holmes). (SW)

ED 385 073 EC 304 106

Hagin, Rosa A.
Tourette Syndrome & the School Psychologist. Revised.
SPONS. AGENCY- American Legion Child Welfare Foundation, Inc., Indianapolis, Ind.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Clinical Diagnosis; Consultants; Disability Identification; Educational Testing; Elementary Secondary Education; *Neurological Impairments; *Psychological Services; *School Psychologists; *Staff Role; *Student Behavior; Student Needs; *Symptoms (Individual Disorders)
IDENTIFIERS- *Tourette Syndrome

This pamphlet alerts school psychologists to the educational implications of Tourette Syndrome (TS) and provides information on: the nature of the disorder and its incidence, diagnostic criteria, etiology, treatment, and considerations in testing and classroom accommodations. TS is characterized as a complex neurobiological disorder with involuntary motor and/or vocal tics and associated behavior difficulties. Psychologists can recognize the symptoms of TS and can guide and support youngsters and their families through the critical steps toward definitive diagnosis. As consultants to the school's instructional program, psychologists should consider: direct effects of tics on specific tasks, such as handwriting; interferences in attention as students attempt to inhibit tics in the classroom; medication effects such as drowsiness; and interpersonal problems resulting from the symptoms, such as vocal tics. Types of accommodations that may be made in the classroom include a buddy system for note-taking, opportunity for oral response to tests, extended time on tests, resource room assistance, tutoring, and special schooling. Psychologists can provide school personnel, students, and their families with accurate information about the nature of TS and new developments. Brief annotations are provided on four videotapes and five publications on TS. (Contains 12 references.) (SW)

ED 385 074 EC 304 107

toward Higher Standards" (Linda Mucha); "Breaking the Barriers: An Odyssey for Change" (Julie Gonzales); "Software Challenges for the Gifted" (Gregory C. Pattridge); "Surfing the Net" (Sandra Berger); "Portfolios for Young Children" (Bertie Kingore); "Early Gifts, Early School Recognition" (Joan Franklin Smutny); "Creating Positive Learning Environments" (Beverly D. Shaklee); "Talent Development as the Alternative in High School Programs" (John F. Feldhusen); "Adolescents and the Arts: Talent Development through the National Standards" (Ann Robinson and Leslie Dudley Corbell); "Creativity as Passionate Commitment" (Jerry Flack); "New Dimensions in Creativity" (Mark A. Runco); "Creative Problem Solving" (Donald J. Treffinger); "Paradoxes of Creativity" (LeoNora M. Cohen); and "Being a Writer" (Tiffany King). Issues also typically include columns on teaching tactics, parenting, Internet resources, and other resources. (DB)

ED 385 093   EC 304 127

Luft, Pamela
Addressing Minority Overrepresentation in Special Education: Cultural Barriers to Effective Collaboration.
PUB DATE- 27 Jul 95
NOTE- 42p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classification; Compliance (Legal); *Cultural Differences; Cultural Influences; Definitions; *Disabilities; Elementary Secondary Education; Ethnic Groups; Family Involvement; Incidence; *Minority Groups; Parent Participation; *Parent School Relationship; Social Status; Student Evaluation; *Student Placement; *Values
IDENTIFIERS- *Disproportionate Representation (Spec Educ)

This paper examines the cultural differences that arise because of disability, ethnicity, and social status and their impact on assessment practices, programming, goal setting, and the special education processes established by legislation, especially in light of the over-representation of minorities in special education. Suggestions for resolving existing cultural barriers include encouraging parent groups to become involved and providing professionals with culturally competent information and suggested practices. The paper considers the conceptual discrepancies and cultural barriers that exist between minority families and the special education system. Overrepresentation of minorities in special education is discussed in terms of historical patterns, assessment procedures, and legal suits and legislation. A section on definitions and stratifications considers minority classifications, disability categories, and class and status categories. Parental rights in special education as documented by court litigation and legislation are reviewed. Existing cultural differences are identified through consideration of typically American cultural values, contrasting values of identity, contrasting views of disability, and contrasting views of relationships. Implications of cultural differences for parental involvement in the schools are discussed. Specific the child who is deaf-blind. The process of selecting signals began with a literature review and input from parents and professionals. The signals were then organized into activity units and field tested, after which the signals were optimized as to tactile salience and iconicity, functionality, ease of formation, and resemblance to the formal coactive sign. The videotapes teach the signals in 12 activity units and provide advice to parents on how to use the signals effectively with their child. The topics for the 12 units for parents are identified, and the script from part of a tape is included as illustration. Videotape scripts were also developed for a tactile interactive signing system based on a literature review and a survey of agencies that use interactive tactile communication. A list is included of the 11 topics of these videotapes, and another sample script is provided. (SW)

ED 385 111 EC 304 147

Technology: Educational Media and Materials for the Handicapped Program. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 93
NOTE- 75p.; Color maps and illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Daily Living Skills; Foods Instruction; *Geography; Intermediate Grades; *Learning Disabilities; Learning Modules; *Mild Disabilities; *Multimedia Instruction; Multimedia Materials; Nutrition Instruction; Social Studies; *Thinking Skills

Results are presented of a project that developed 12 social studies (specifically, directionality and geography) and critical thinking computerized instructional modules using multimedia instruction for students with learning disabilities at the upper elementary and lower intermediate school levels. Seven overarching principles were identified as critical to the successful integration of multimedia in the school curricula: establish learning objectives (knowledge); define learning process to be addressed (skills); apply skills in meaningful contextual situations; insure that multimedia provides true 'value added'; provide flexible lesson design tool; capitalize on broad spectrum of multimedia source material; and insure ease of use. The modules provide instruction in 22 thinking skills areas, with emphasis on metacognition and the cross-curricular application of thinking skills. Two additional modules were developed to assist students with mild to moderate disabilities in developing cognitive and organizational skills required for planning and shopping for meals. Information is presented on the lessons, including learning objectives and ways students can use the computer in their studies. Illustrations from the modules are included. Responsibilities undertaken by the project teams are identified, and a list is included of system features and software requirements for use in multimedia educational programs. The evaluation process which resulted in selection of digital video and optical storage for this project is outlined, and use of a multimedia rapid prototyping tool to allow team members to visualize and dynamically run a model of proposed software is described. (SW)

ED 385 112 EC 304 149

Elson, Verna M.

ethnolinguistic behavior and attitudes; (6) ethnolinguistic homogeneity and heterogeneity: worldwide causes, consequences, and aspiration. Many of the articles contain bibliographies, and a subject index to all the papers is provided. (MSE)

ED 385 132 FL 023 123

Pennington, Martha C., Ed.; Stevens, Vance, Ed.
Computers in Applied Linguistics: An International Perspective. Multilingual Matters 75.
PUB DATE- 92
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Applied Linguistics; *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Software; Computer Software Development; German; Grammar; *Language Research; Language Skills; Language Tests; Listening Comprehension; Research Tools; Second Language Instruction; Second Languages; Skill Development; Speech Synthesizers; Testing; *Writing Instruction

The collection of 12 essays brings together work by linguists around the world concerning the use of computers in applied linguistics, including computer-assisted language learning (CALL). Articles include: "Humanism and CALL: A Coming of Age" (Vance Stevens); "A Methodological Framework for CALL Courseware Development" (Philip Hubbard); "Intelligence in Computer-Aided Language Learning" (Andrew Lian); "Process and Product Approaches to Computer-Assisted Composition" (Martha C. Pennington, Mark N. Brock); "Models of the Role of the Computer in Second Language Development" (Bernard Mohan); "Computer Applications in Second Language Acquisition Research: Design, Description, and Discovery" (Catherine Doughty); "Microcomputer Adventure Games and Second Language Acquisition: A Study of Hong Kong Tertiary Students" (Anthony Cheung, Colin Harrison); "Analysed Corpora of English: A Consumer Guide" (Geoffrey Sampson); "Computational Analysis of Language Acquisition Data" (Manfred Pienemann, Louise Jansen); "Speech Technology Systems in Applied Linguistics Instruction" (John H. Esling); "The Use of PC-Generated Speech Technology in the Development of an L2 Listening Comprehension Proficiency Test: A Prototype Design Effort" (Patricia Dunkel); and "Answer Analysis, Feedback, and On-Line Reference Help in CALL with Particular Reference to German" (Nic Witton). (MSE)

ED 385 133 FL 023 124

Barbara, Leila, Ed.; Scott, Mike, Ed.
Reflections on Language Learning.
PUB DATE- 94
NOTE- 271p.; Written in honor of Antonieta Celani.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Applied Linguistics; *Business Communication; Change Strategies; Code Switching (Language); Educational Change; Elementary Secondary Education; *English (Second Language); English for Special Purposes; Humor; Interpersonal Communication; *Language Processing; Language Research; Language Teachers; Linguistic Theory; Meetings; Metalinguistics; Metaphors; Second Language Instruction; Second Language Learning; *Second Languages; *Speech Skills; *Teacher Education; Translation

psychology. Psychological views of learning that have emerged over the past century are discussed in the context of two types of theories--behavioral and cognitive--each reflecting a particular approach to science with corresponding implications for how instruction is conceived. Section 5 introduces a number of themes that contribute to an expanded or enriched view of human learning. Focus is on reconceptualizing the learning process and reconstructing instructional events so that inherently human qualities can be recognized and nurtured within vocational education practice. Six readings follow: "Vocational Education in the 1990s" (D. Weir); "Emancipatory Vocational Education" (M. Rehm); "Training and Development Programs in Vocational Teacher Education Departments" (J. Leach); "Vocation as the Quest for Authentic Existence" (K. B. Homan); "Critical Adult Education" (D. Little); and "Praxis and Training" (D. Little). A 13-item annotated bibliography is appended. (YLB)

ED 384 694 CE 067 738

A Collection of Original Essays on Curriculum for the Workplace. EAE604 Curriculum and Competencies.
PUB DATE- 94
NOTE- 190p.; Introduction by Mike Brown.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Adult Education; Competency Based Education; *Curriculum Design; Curriculum Development; Educational Policy; Foreign Countries; *Industrial Education; *Inplant Programs; *Job Training; Labor Force Development; Models; Postsecondary Education; Program Development; Program Evaluation; *Vocational Education
IDENTIFIERS- Australia

This publication contains six essays that offer a range of practical and theoretical perspectives on work-related curriculum. It is part of the study materials for the one-semester distance education unit, Curriculum and Competencies, in the Open Campus Program at Deakin University (Australia). An introduction proposes a course design and pedagogy for the unit. "A Curriculum Model for Education in the Workplace" (Michael Langenbach) offers a philosophical base, differentiates between education and training, and describes a model. "Valuing Cognitive Dispositions and Cognitive Structures in Vocational Curriculum Development" (John Stevenson) uses the concerns for the role of knowledge and the nature of thinking processes to examine policies and trends in vocational education. "Competency-Based Curriculum Development" (Paula Steenholdt) addresses vocational curriculum development in the technical and further education system and outlines advantages and disadvantages of competency-based training. "Putting Ourselves into Practice: New Prospects for Program Planning and Evaluation" (Michael Collins) proposes an alternative approach with an orientation toward theory and practice. "If Competence Is the Answer, What Is the Question?" (Nancy S. Jackson) explores the paradoxes and contradictions of the competency movement in Great Britain and North America and points to implications for contemporary policy developments in Australia. "Working Knowledge: Intelligent Design of Workplace Education" (Richard C. Pipan) considers the nature of the work one does as a professional educator. (YLB)

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Adult Literacy; *Educational Certificates; Foreign Countries; *Literacy Education; Program Development; Program Evaluation; *Student Certification; *Student Evaluation; Tutors
IDENTIFIERS- Ontario

The mandate of the Recognition for Learning Pilot Project was to develop a recognition system that would work in Huron and Perth Counties (Ontario), particularly for the agencies offering adult literacy services. Design principles were developed for each of the three system components: a registry, a paper of recognition, and a teacher support system to ensure reliability of the recognition. The next step was to design a system to operate and test in Huron and Perth Counties that included four parts: Recognition for Learning (RFL) board, collaborative evaluation in literacy programs, registry, and certificate. Four quality concepts were developed to help define what made a good collaborative evaluation: collaborative, informal, reliable, and valid. Two models for the certificate were designed. Evaluation tools of the system were divided into two sets: one directed at students and teachers who were involved in testing the system and another directed at employers and the general public. Project results were directed at current adult learning recognition systems in Ontario. Recommendations were directed at recognition systems in general, at the Huron-Perth components, and about future implementation of project results. The appendixes include a tutor training kit that includes sample certificates, copies of forms, a calendar with project events and deadlines noted, professional background material, and market survey questionnaires. Contains 15 endnote references. (YLB)

ED 384 712 CE 069 071

Hustedde, Ron; Score, Michael
Force-Field Analysis: Incorporating Critical Thinking in Goal Setting.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Community Action; Community Involvement; *Force Field Analysis; *Goal Orientation; *Group Discussion; *Group Dynamics; Problem Solving

Force field analysis encourages members to examine the probability of reaching agreed-upon goals. It can help groups avoid working toward goals that are unlikely to be reached. In every situation are three forces: forces that encourage maintenance of the status quo or change; driving or helping forces that push toward change; and restraining forces that resist change. In conducting a force field analysis, the discussion leader asks two questions: What forces will help achieve the goal or objective? and What forces will hinder? All ideas are listed. The facilitator asks the group to select two or three important restraining and driving forces that they might be able to alter. Participants are asked to suggest specifically what might be done to change them. Responses are written down. After examining the driving and restraining forces, the group considers the balance between driving and restraining forces. If the group believes forces can be affected enough to create momentum toward the goal, it can realistically pursue the goal. If not, the group may decide to

Education; *Teacher Attitudes; *Teacher Characteristics
IDENTIFIERS- *Agricultural Sciences; *United States (North Central)

A study examined the extent to which international agricultural dimensions were taught in secondary agricultural programs and factors associated with the extent of integration. A systematic sampling technique was used to select a random sample of 332 of the 2,612 secondary agricultural teachers in 12 states of the North Central United States. Of 231 responses, 220 (66%) were usable. Overall, 58% of the teachers reported teaching international agricultural concepts in their classes. Ohio ranked first with respect to extent of integration, followed by Wisconsin. Minnesota ranked 12th. Nearly 92% of the respondents expressed a high degree of awareness about cultural differences among people, and more than 83% expressed positive attitudes toward integrating international agricultural concepts into their program. Older teachers, teachers perceiving strong school administration support for internationalizing the agricultural curriculum, and teachers exhibiting higher degrees of cultural awareness were most likely to integrate international agricultural concepts into their courses. It was recommended that school authorities support internationalization of the agricultural sciences curriculum by providing instructional materials and necessary information on international agriculture and that agricultural teachers familiarize themselves with and actively participate in internationally focused activities to enhance their cultural and global awareness. (Contains 26 references.) (MN)

ED 384 730 CE 069 344

Nieto, Ruben D.; Henderson, Janet L.
The Dairy Technology System in Venezuela. Summary of Research 79.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agricultural Education; Agricultural Engineering; *Animal Husbandry; *Dairy Farmers; Educational Needs; Extension Agents; Foreign Countries; Linking Agents; Public Policy; Research Needs; Research Projects; *Rural Extension; Systems Approach; Technology Transfer; *Theory Practice Relationship
IDENTIFIERS- *Agricultural Technology; *Venezuela

A study examined the agricultural technology system in Venezuela with emphasis on the dairy industry. An analytical framework was used to identify the strengths and weaknesses of the following components of Venezuela's agricultural technology system: policy, technology development, technology transfer, and technology use. Selected government documents were revised, and the following individuals were interviewed: 7 national- and state-level policymakers, 22 agricultural researchers, 18 extension agents, and 33 dairy farmers. It was discovered that government expenditures on agriculture averaged 4% of the country's total expenditures during the past 10 years. Accessibility of external sources of technical dairy information to agricultural researchers was found to be low, and three-fourths of the extension personnel interviewed indicated that direct contact between public research and extension personnel occurred either never or only on an ad hoc basis. Although most farmers had knowledge of basic animal husbandry practices, those practices requiring higher input costs, modern equipment, specialized personnel/skills, and/or

Region" (Donatus Komba); "Toward an Expanded Conceptual Framework for Education with Production" (Wim Hoppers, Donatus Komba); and "EPW Issues for Policy Development, Research, and Networking in the Eastern Africa Region" (Donatus Komba). Contains 150 references. (MN)

ED 384 748 CE 069 389

Career Success: Tools for the 21st Century.
PUB DATE- 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Counseling; *Career Guidance; Computer Assisted Testing; Diagnostic Tests; Occupational Tests; Postsecondary Education; Secondary Education; *Student Evaluation; Test Reviews; *Tests; Test Selection; *Test Use; Vocational Aptitude; Vocational Evaluation
IDENTIFIERS- Oregon

Intended for use by institutions and agencies providing career assessment and guidance services, this reference guide provides information about the selection of appropriate career assessment instruments. The 30 career assessment instruments included in the publication are listed under the following broad categories: multiple aptitude batteries; interest inventories; measures of work value; career development and maturity instruments; skills assessments; instruments for special populations; and combined assessment programs. Information for each instrument is presented in a format that lists the following: the name of the test, the purpose of the test, the publisher, the target population, the time it takes, the cost of materials, scoring, the report format for individuals, additional comments for users, and citations of published reviews of the instrument. The guide also includes names and addresses of contacts for 15 regions in Oregon, 3 state contacts, and 5 sources for additional resources. (KC)

ED 384 749 CE 069 390

Lonero, Lawrence; And Others
Novice Driver Education Model Curriculum Outline.
SPONS. AGENCY- AAA Foundation for Traffic Safety, Washington, DC.
PUB DATE- Mar 95
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Curriculum Development; *Driver Education; *Educational Change; *Educational Needs; Evaluation Criteria; High Schools; Integrated Curriculum; Literature Reviews; Material Development; Models; Motivation Techniques; Needs Assessment; State of the Art Reviews; Student Evaluation; Student Motivation; Vocational Education

This document, which was developed after a comprehensive review of the current state of driver education across the United States and which included an extensive literature review and interviews with 40 individuals from various sectors, including education, law enforcement, and the insurance industry, identifies ways of revamping driver education. Discussed in the introduction are the current state of knowledge and the need to rethink the objectives and methods of driver education. The one set per each of the 22 units of Learning Activity Package (LAP) sheets, transparency masters, written test, handouts, and other required materials as needed. Also included are a basic › skills matrix and competency profile. (KC)

ED 384 768 CE 069 451

Agricultural Education I. Student Workbook (Parts 1 and 2). Second Edition.
PUB DATE- 96
NOTE- 781p.; For related Teacher's Edition, see CE 069 450.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; *Agricultural Production; Animal Husbandry; Behavioral Objectives; *Course Content; Educational Resources; Field Crops; Leadership Training; *Learning Activities; Occupational Safety and Health; *Recordkeeping; Secondary Education; Student Organizations; *Teaching Methods; Test Items; Work Experience Programs
IDENTIFIERS- Future Farmers of America

This student workbook is intended to be used by secondary students in a basic course in agricultural production and recordkeeping. The student workbook contains the following items for each of the 22 units of the course: objective sheets, information sheets, assignment sheets, and job sheets. Objective sheets include an introduction, prerequisites, two focus assignments--prereading and writing, unit objective, and specific objectives. Information sheets provide important content essential for meeting the objectives. Job sheets give students step-by-step procedures for performing manipulative or psychomotor occupational tasks or jobs. The 22 units are organized in sections that cover the following: (1) orientation and safety; (2) leadership and Future Farmers of America; (3) supervised occupational experience programs; (4) animal science; (5) plant science; and (6) agricultural mechanics. (KC)

ED 384 769 CE 069 453

Turlington, Anita J.
Developing a Career Awareness Program for Students. PACE "How To" Handbooks for Tech Prep.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 94
NOTE- 52p.; For related documents, see CE 069 278-281 and CE 069 454-458.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; *Career Awareness; *Instructional Materials; Intermediate Grades; Learning Activities; Lesson Plans; *Material Development; Middle Schools; *Program Development; Secondary Education; Staff Development; *Technology Education; *Tech Prep; Units of Study
IDENTIFIERS- *Partnership for Academic and Career Education SC

This handbook, which is one in a series of handbooks designed to help tech prep practitioners replicate successful materials, projects, or programs that have been developed by Partnership for Academic and Career Education (PACE) consortium members, Vocational Training in Youth Education" (Volanen); "The Finnish Polytechnic Model" (Osmo Lampinen); "Flexibility in Vocational Adult Education" (Matti Taalas); "Quality Creation through Apprenticeship Training" (Pentti Hakkarainen); "Self-Evaluation in Adult Education" (Matti Ropponen); "Foundations of Vocational Teacher Education Curriculum" (Seppo Helakorpi); "Pedagogical Approaches to Vocational Training" (Helena Leino-Kilpi, Anu Raisanen); "A Case Study of Student Self-Assessment in Upper Secondary Education" (Lasonen); "The Experimental Reform of Finnish Polytechnics: Structure, Curriculum, Study Programmes and Teaching Methods" (Annikki Mikkonen, Jukka Maatta); "The Transformative Paradigm of Teacher Education" (Jorma Ekola); "Static and Dynamic Dimensions of the Vocational Teacher Education Curriculum" (Ulla Mutka, Hannele Rousi); "Competency-Based Evaluation of the Vocational Teacher Qualifications" (Harri Keurulainen); "Educational Technology at Vocational Schools" (Peppi Taalas); "Education through Telecommunications" (Matti Suonpera); "Leadership in Vocational Education: Challenges and Opportunities" (Maija-Leena Clarkson, Leena Walls); "Quality Assurance in Vocational Education" (Clarkson); "Quality Development of Vocational Institutions" (Pentti Nikkanen); "Core Competencies of Learning Organizations" (Juha Maenpaa); "Change Management in Learning Organizations" (Heikki K. Lyytinen); "Professional Updating" (Pekka Ruohotie); and "Potential and Limits of Educational Reform" (Lasonen, Stenstrom). Many papers contain substantial bibliographies. (MN)

ED 384 787   CE 069 475

Lowe, Vicki; Howell, Lou
How Do We Know They Know? Alternative Assessments in Home Economics.
PUB DATE- 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Elementary Secondary Education; *Evaluation Methods; Guidelines; *Home Economics; Models; *Peer Evaluation; *Portfolio Assessment; Portfolios (Background Materials); Profiles; Records (Forms); *Student Evaluation; Vocational Education
IDENTIFIERS- *Alternative Assessment; *Authentic Assessment

This monograph, which was developed for home economics teachers, describes six alternative assessment techniques and contains sample assessment instruments and guide sheets. Discussed in the introduction are factors contributing to the increasing popularity of alternative assessment and the distinguishing features of the alternative assessment techniques profiled. The next six sections each deal with one of the following alternative assessment methods: rubrics, authentic task, portfolios, student profiles, kid watching, and assessment by students. Each section includes some or all of the following: benefits of using the assessment technique; examples of activities based on the assessment technique; guidelines for implementation of the assessment technique; guidelines for scoring; and sources of additional information. Most sections also include assessment forms illustrating the use of the various alternative assessment techniques in such areas of home economics instruction as nutrition, personal and family relations, food service, and homemaking. Contains a glossary

440 officially recognized occupations. Most teenagers begin their vocational training after at least 9 years of full-time mandatory education, but there are no special admission requirements for participating in the dual system. The individual graduate is responsible for finding an apprentice position with an employer. The training, which lasts 2-3 years depending on the occupation, is designed and administered jointly by the company, professional groups, and the vocational school. All three sectors shoulder the cost jointly. Although no firms are required to offer vocational training, most participate because they consider it economically beneficial in the long run. Students spend the majority of their time in their on-the-job training and 1 or 2 days per week in a part-time, classical vocational school. Although the dual system has been working well for Germany, it is not immediately obvious that the system might be easily transferable to other countries. The German culture emphasizes preparing students for the workplace, the relatively high homogeneity of the German student population allows for more standardization, and the long tradition of business supports the concept. Elements of the German dual system have been adopted successfully in other countries, such as India, Peru, and Brazil. (KC)

ED 384 806   CE 069 521

Keown-Bomar, Julie; And Others
Wisconsin Integrated and Applied Curricula Project. Year Two: 1994-1995. Final Report.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.; Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 31 Aug 95
NOTE- 549p.; For Year One report, see ED 373 166.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; *Articulation (Education); Curriculum Development; Education Work Relationship; *Integrated Curriculum; Postsecondary Education; Secondary Education; State Programs; *Technical Education; *Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- University of Wisconsin Stout

This document contains a brief report and project materials from the Tech Prep Initiative, which forged a partnership of the Wisconsin Department of Public Instruction, the Wisconsin Technical College System, and the University of Wisconsin System to provide an articulated avenue of study that moves a student through high school and into a technical college to an associate degree. The report describes how the Tech Prep/School-to-Work Leadership Group and the Tech Prep State Management Team initiated an Integrated and Applied Curricula Development Project for grades 11-14 through the University of Wisconsin-Stout. It describes second-year project activities, including provision of information, technical assistance, and workshops to help expand team members' competency in integrated and applied curriculum development, alternative instructional techniques, and authentic assessment. Teacher educators and administrators were included and were encouraged to become more involved in these initiatives. Databases were created to include cadre members, sample tasks, curriculum materials, and assessment information. This report includes the workshop instructional materials, examples of the curriculum developed, questionnaires, quizzes, and workshop assessment instruments.

Home Economics Related Organization correlation, teacher notes, and the Illinois State Goals for Learning that are incorporated. Supportive materials such as worksheets and transparency masters are included for some of the activities. Eight topics covered in the teacher activities are: healthful lifestyles, self-esteem, relationships, management, nurturing, human development, life situations, and careers. (KC)

ED 384 824 CE 069 572

Families and Futures. A Resource for Developing Home and Family Life Education Programs. Revised Working Materials.
PUB DATE- Aug 91
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; Course Content; *Daily Living Skills; *Family Life Education; *Home Economics; Intermediate Grades; Learning Activities; Lesson Plans; Secondary Education; *Self Actualization; State Curriculum Guides; Units of Study

This curriculum guide was designed to help teachers in strengthening the ability of students from middle school through grade 12 to recognize complex problems, examine competing points of view, and engage in dialogue leading to practical solutions for issues that affect individuals and families and ultimately the world. The course integrates the six traditional areas of home and family life education: child development, family relationships, nutrition and foods, clothing and textiles, housing and living environments, and consumer education. The course is student centered and focuses on process skills such as problem solving and critical thinking. This guide contains resources and model units for three areas: getting started in life--life philosophy, personal choices, and balancing work and family. Each section contains a focus statement, issues to be discussed, learning plans, and learning activities. In addition, preliminary work on focus statements and issues is provided for sections on resource management, independent living, family health, and parenting/children. A resource section contains reprinted material that may assist home and family life education teachers and a selected list of 144 resources. (KC)

ED 384 825 CE 069 573

Adult Roles & Responsibilities. Home Economics Family Life Course. Grades 11-12.
PUB DATE- 92
NOTE- 798p.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; Course Content; Family Life; *Family Life Education; Family Relationship; High Schools; Home Management; *Individual Development; *Interpersonal Relationship; Learning Activities; Lesson Plans; Money Management; Parenthood Education; Self Actualization; State Curriculum Guides; Teaching Methods

This curriculum guide provides materials for developing a home economics family life course to assist students in improving the quality of individual and family life. The course contains 12 units that cover the following topics: self-awareness, wheel behavior, and maintaining recovery while readjusting the interpersonal environment of the addict. Analyses of these studies centered on subjects, therapists, dependent measures, treatment specification, experimental design, and data analysis and interpretation of results. Three weaknesses were found in the subject section: (1) insufficient selection criteria; (2) inadequate subject description; and (3) small sample sizes. Neither the therapist's characteristics nor the treatment specifications are clarified adequately in many studies. A concern with the dependent measures of the research was the inconsistent use of multi-modal outcome measures. Experimental design weaknesses include the comparison of inequitable treatments. Finally, data analysis was frequently incomplete due to the fact that drop-outs were not included in the final analysis of results. Although these methodological considerations are serious, the quality of current research has improved. A discussion of the overall methodological considerations of substance abuse and systemic therapy research precedes the review of studies. (RJM)

ED 384 845 CG 026 314

Ganahl, Andrea Drew
Parenting: Does Research Support Biblical Principles: A Review of the Literature.
PUB DATE- May 94
NOTE- 57p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Biblical Literature; *Child Rearing; Christianity; *Comparative Analysis; Family Environment; Literature Reviews; Meta Analysis; Methods Research; *Parent Child Relationship; Parenting Skills; Psychological Studies; *Religious Factors; Role Models
IDENTIFIERS- *Bible; Disciplinary Styles; Empirical Research; Nurturance; Parent Characteristics; *Parenting Styles

This critical review examines 16 empirical studies applicable to 4 areas of parenting: (1) Nurturance; (2) Parenting Style; (3) Parents as role-models; and (4) Parenting in regard to individual differences in children. The studies were examined in the context of how each one supported Biblical principles. Each study was critiqued in terms of internal validity, external validity, construct validity, and statistical conclusions. Among the findings, the studies which examined nurturance showed that children receiving adequate nurturance were better adjusted than children given inadequate nurturance. For parenting styles, studies showed that children raised under an authoritative style of parenting were better adjusted than children reared with permissive or authoritarian parenting styles. Role model studies revealed that children look to adults for guidance on how to behave and children tend to repeat the behavior they see adults perform. The review of research on individual differences indicated that parents should respond to children as individuals with unique needs. Research results affirmed the hypothesis that Biblical principles for parenting result in healthier, better adjusted children. It is argued that adequate nurturance, authoritative discipline, positive role modeling, and treating children according to their individual differences are all important to the overall process of healthy parenting. (RJM)

ED 384 846 CG 026 315

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Grade 1; *Invented Spelling; Misconceptions; Primary Education; *Teacher Attitudes; *Whole Language Approach
IDENTIFIERS- New York (West); *Phonemic Awareness; Teacher Surveys

Since phonemic awareness is a crucial element in the invented spelling process, a survey of 15 whole language teachers determined the standpoint of phonemic awareness in the philosophy of whole language teachers. The 15 teachers, all 5 kindergarten and 10 first-grade teachers in a school district in western New York, were administered a 16-item Likert-type survey. Results indicated that: (1) teachers believed that invented spelling is a developmental process; (2) the teachers failed to provide a supporting environment for emergent spellers; and (3) teachers also failed to support their belief in invented spelling with class activities. Findings suggest that whole language teachers need to extend their lessons to touch upon phonemic awareness. (Contains nine references, five figures of data, and sample lessons and class activities. The survey instrument is attached.) (Author/RS)

ED 384 867 CS 012 220

Cairney, Trevor H.; And Others
Developing Partnerships: An Evaluation of Family and Community Literacy Initiatives in Australia.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Foreign Countries; *Literacy; Parent Participation; Program Descriptions; *Program Evaluation; Reading Research; School Community Relationship
IDENTIFIERS- *Australia; *Family Literacy

As part of a larger Australian study on family literacy, this study obtained information about a wide range of family or community literacy initiatives currently in operation in Australia. The study was interested in how the language and literacy learning of students from a variety of schools and communities was influenced by the involvement of parents, caregivers or tutors. Advertisements were placed in newspapers, press releases were sent to major newspapers and radio and television stations, and major organizations, government departments, and institutions were contacted directly for information about parent/community literacy programs or initiatives. Over 380 responses were received, and information from over 250 programs or initiatives were added to a database. Overall, six major issues emerged: (1) most family and community literacy initiatives had not been evaluated beyond simple surveys of participants and the recording of anecdotal comments; (2) evidence concerning the impact of programs on student outcome was limited; (3) initiatives varied greatly in terms of content, process, participant control, and purposes; (4) many initiatives were "tokenistic" and paid little attention to the needs of communities, focusing instead on the needs of the school; (5) many programs that began with a concern for the support of children's literacy developed a

"Teacher Portfolios: Improving the Teaching Climate" (Jane Kearns); and (17) "A Teacher's Journey among Voices" (Mark J. Goodman). (RS)

ED 384 885 CS 214 948

Skolnik, Christine
Postmodern Pedagogy and Sustainability.
PUB DATE- Mar 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Theory; *Earthquakes; *English Departments; Graduate Students; Higher Education; Humanism; Teaching Assistants
IDENTIFIERS- Antifoundationalism; California (Los Angeles County); Generation X; Nihilism; *Postmodernism; *Poststructuralism

A graduate teaching assistant who lived through the Northridge quake in Los Angeles County reached some realizations about her habits of thinking in the wake of that experience. As students schooled or even trained in poststructuralist critical theory and/or protocols of postmodern cultural critique, this teaching assistant and some of her Generation X colleagues realized that they have come to regard their roles as instructors with an unhealthy dose of irony, if not cynicism. As postmodern subjects, they are provoked to postulate themselves as a collection of disjointed subjectivities, a pastiche of motives and personalities, instruments of either hegemonic or destabilizing forces. But these instructors now find themselves asking from what source can they draw enough positive energy to perform their pedagogical tasks even "as if" there were any meaning or value in their work? The teaching assistant has on occasion been confronted with circumstances, seemingly real, and seemingly external enough to make her pause and think: maybe there is something at stake here, and maybe an individual can have some impact on the thing at stake. The experience of the earthquake showed her that the relative stability of instability is not the sum total of existence. So what if there is no "real" foundation?--there are at least contingent issues of importance. The conclusion is that thinking in terms of "sustainability" can help individuals acquire a better conception of the relationship between earth and human beings. Considered in the context of social theory, sustainability might support a movement toward "ethical collectivity." (TB)

ED 384 886 CS 214 949

Zarzana, Sylvester J., Jr.
Improving Expository Writing through Objective Setting and Performance Appraisal: Writing by Objectives.
PUB DATE- 29 May 95
NOTE- 67p.; M.S. Practicum, Nova Southeastern University. Some pages contain light, uneven type. Best copy available.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Basic Writing; Grade 11; Grammar; High Schools; High School Students; Learning Problems; Sentence Structure;

in which strategies, goals, and expectations are clearly expressed. (Contains 10 references.) (TB)

ED 384 903 CS 214 969

Bullock, Richard
Classroom Research in Graduate Methods Courses.
PUB DATE- 24 Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; *Classroom Techniques; *Ethnography; *Graduate Students; Higher Education; Learning Processes; Methods Courses; *Teaching Assistants; Undergraduate Students; Writing (Composition); *Writing Instruction; Writing Research
IDENTIFIERS- Composition Theory

Instructors in general, but particularly first-year graduate teaching assistants tend to lump their undergraduate students into groups and give them various attributes. However appeasing such generalizations are at the moment, they are dangerous both to the teacher and the students. If the instructor thinks his or her students are all honors students, they will perform that way; if he or she believes them to be dumb, they will perform that way too. One exercise in a teaching methods course that helps new teaching assistants to move beyond this tendency requires them to closely examine the learning processes of 2 students in their class, thereby forcing them to see their students as individuals. Any number of examples show the success of this approach. Even if at the time, graduate students complain of the amount of work the research requires and the distraction it seems to cause, the benefits are readily clear. Years later, graduate students themselves comment on the usefulness of a project that works against a debilitating tendency. One difficulty that graduate students have with this project is learning to trust it. Like many in the academy, they are distrustful of narrative or ethnographic research as opposed to empirical research. (TB)

ED 384 904 CS 214 970

Kern, Detlef
Increasing Computer Utilization for a High School Writing Class through Teacher and Student Education.
PUB DATE- 95
NOTE- 38p.; Ed.D. Practicum, Nova Southeastern University. Faint and broken type may not reproduce legibly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Computer Anxiety; Computer Literacy; *Computer Uses in Education; High Schools; High School Students; *Inservice Teacher Education; *Peer Teaching; Program Effectiveness; *Student Participation; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- School Culture; *Technology Integration

A practicum was designed to increase the utilization of seldom-used computers by the writing class in a small rural community students' language expectations of foreign TAs were confirmed, they felt more angry and anxious, evaluated the foreign TA less favorably, and were more likely to drop a class taught by a foreign TA compared to when expectations were violated. Results also indicated that when expectations were violated, students with strong expectations had more positive evaluations of foreign TAs than students with weak expectations, in certain cases. (Contains 50 references, 11 tables, and 2 figures of data.) (Author/RS)

ED 384 922 CS 508 963

Swanson, Charles H.; Swanson, Barbara J.
Finding Natural Opportunities To Teach Students How To Listen.
PUB DATE- 11 Mar 95
NOTE- 18p.; Workshop presented at the Annual Meeting of the International Listening Association (Little Rock, AR, March 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Elementary Education; *Listening; *Listening Skills; Models; *Skill Development; Teacher Workshops
IDENTIFIERS- *Listening Strategies

A workshop was developed to address what needs to be taught about listening and how students can be taught to listen effectively. The workshop suggests that listening must be taught as a skill, and presents a model that serves as a basis for understanding and teaching listening as a skill. Deciding how to teach listening can be based on examining the use of listening abilities, and/or examining listening through literature. Students can become more aware of listening through exploring when and where they use the skill of listening. A checklist of listening in the classroom for teachers and students, a form to evaluate language arts programs, an outline of listening concepts, a listing of listening opportunities in the curriculum, an outline of instructional issues about listening to be raised in literature, a listing of initiators for units, projects, and lesson involving listening, and a poem about listening are attached. (RS)

ED 384 923 CS 508 964

Funkhouser, Edward T.
The Importance of Incorporating Multiculturalism in Basic Communication Courses.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cross Cultural Training; *Cultural Differences; Higher Education; *Interpersonal Communication; *Introductory Courses; *Multicultural Education; *Speech Communication
IDENTIFIERS- Discourse Communities; *North Carolina State University

Multiculturalism has a place in basic communication courses. At a position; (5) cover all fronts by conducting local surveys, and working with other state and national organizations; (6) engage in a systematic, pragmatic approach; (7) follow through by maintaining communication with policy making officials; (8) when necessary, use candid dialogue when commitments are not honored by policy makers; and (9) "don't count your chickens before they hatch." (RS)

ED 384 940 CS 508 983

Paik, Haejung
Television Viewing and Mathematics Achievement.
PUB DATE- May 95
NOTE- 42p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; High Schools; High School Seniors; Low Achievement; *Mathematics Achievement; Models; Parent Background; Television Research; *Television Viewing
IDENTIFIERS- Neural Networks

A study examined the correlation between mathematics achievement and television viewing, and explored the underlying processes. Data were gathered from 13,542 high school seniors from the first wave of the High School and Beyond project, conducted by the National Opinion Research Center on behalf of the National Center for Education Statistics. A neural network was used for the analysis. Unlike methods employed in prior studies, with no a priori assumptions about the underlying model or the distributions of the data, the neural network yields a correlation impervious to errors or inaccuracies arising from possibly violated assumptions. Results indicated a curvilinear relationship, independent of viewer characteristics, parental background, parental involvement, and leisure activities, with a maximum at about one hour of viewing, and persistent upon the inclusion of statistical errors. The choice of mathematics performance as the measure of achievement elevated the found curvilinearity to a content-independent status, because of the lack of television programs dealing with high school senior mathematics. Results also indicated that the curvilinearity was replaced with entirely positive correlation across all hours of television viewing for lower ability students. A host of intervening variables, and their contributions to the process were examined. Finding suggest that the process, and especially the component with a positive correlation, involved only cortical stimulations brought about by the formal features of television programs. (Contains 37 references, 1 table, and 6 figures of data. An appendix compares neural networks and some conventional methods.) (Author/RS)

ED 384 941 CS 508 984

Smith, Robert E.
Selecting Texts and Course Materials.
PUB DATE- 21 Nov 94
NOTE- 12p.; Paper presented as part of a short course entitled "Directing the Basic Communication Course" at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

gender- and race-neutral character of the discursive realm of professional work. The book contains chapter notes, an appendix describing the research project, and an index. (MLH)

ED 384 960 EA 026 842

Davis, Bruce
How To Involve Parents in a Multicultural School.
PUB DATE- 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Diversity (Institutional); Elementary Secondary Education; *Family School Relationship; *Multicultural Education; Organizational Climate; *Parent Participation; Parent Role; *Parent School Relationship; Parent Teacher Conferences; Principals; Public Schools; Urban Education

This handbook, written by the principal of an urban elementary school that serves a diverse student population in a low socioeconomic area, offers strategies for principals who wish to increase parent involvement in their schools. Chapter 1 presents a brief history of parent involvement in American public schools over the past 60 years. The next three chapters offer suggestions for laying the foundation, conducting a parent school-satisfaction survey, and building trust. The fifth chapter describes strategies for managing communication--for working with the media, students, parents, and staff. Guidelines for linking community agencies to the school and for working with ethnic groups are provided in chapters 6 and 7. Volunteering truthful information to those served by the school is identified as the key to successful parent-school relations. Five figures are included. (LMI)

ED 384 961 EA 026 850

Cuttance, Peter
Integrating Best Practice and Performance Indicators To Benchmark the Performance of a School System. Benchmarking Paper 940317.
PUB DATE- Mar 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Objectives; Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Organizational Effectiveness; *Performance; Performance Factors; Quality Control; School Effectiveness; Systems Approach; Total Quality Management
IDENTIFIERS- *Australia (New South Wales); *Benchmarking

This paper provides a synthesis of the literature on the role of benchmarking, with a focus on its use in the public sector. Benchmarking is discussed in the context of quality systems, of which it is an important component. The paper describes the basic types of benchmarking, pertinent research about its application in the public sector, the purposes of performance indicators, and the types of information such indicators provide. Finally, a benchmarking framework used by the New South Wales Department of School Education in its quality-assurance program is described. Benchmarking provides the labor, and EEOC-related issues. (LMI)

ED 384 980   EA 026 875

Flexibility for School Improvement and Curricular Offerings. Examples of Current School and District Flexibility, Statues in Abeyance and Waiver Options.
PUB DATE- 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Educational Innovation; Educational Objectives; Elementary Secondary Education; Government School Relationship; *School Law; *State Regulation; *State School District Relationship; *State Standards
IDENTIFIERS- *Florida

The 1994 Florida Legislature has continued the shift to local decision making and flexibility by repealing many education statutes and extending the system of statutory waivers and abeyances until July 1, 1995. Many schools and school districts have applied and been approved for waivers over the last 2 years and others have implemented innovative programs utilizing other local flexibility options. This document presents information about flexibility options to Florida school districts seeking innovative ways to improve student outcomes. Four sections describe flexibility options in the following areas: instruction and curriculum; school operations; personnel, certification, and training; and program funding and student transportation. Each section is divided into three subsections. The first subsection consists of descriptions, questions and answers, and contacts and resources concerning local flexibility. The second subsection details statutes placed in abeyance by the legislature, and the third subsection contains descriptions, examples, and questions and answers about statutes eligible for waivers. A chart illustrates the waiver request process. Appendices provide information on the status of various education statutes, a waiver request form, lists of waiver requests granted during 1993-94 and 1994-95, the relationship of Florida's "Blueprint 2000" with the national Goals 2000 legislation, and a list of school-improvement regional team leaders. (LMI)

ED 384 981   EA 026 876

Florida School Discipline Study: 1994 Juvenile Justice Reform Act. A Report to the Florida Legislature.
PUB DATE- Jan 95
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Corporal Punishment; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; *Expulsion; Juvenile Justice; Public Education; Student Behavior; Suspension; Tables (Data); Youth Problems
IDENTIFIERS- *Florida

This document contains findings of a study that examined the relationship between the use of disciplinary actions in Florida schools--in particular, out-of-school suspension, expulsion, classes during the first year of the study significantly outscored those from traditional classes on: (1) the grade 2 and 3 TCAP in vocabulary, total reading, total language, and total math; and (2) the third- and fourth-grade Holistic Writing Assessment. The SCAMIN analysis showed significant differences among students between various schools; however, the SCAMIN at this point is being used only to provide a baseline for the first student cohort. Four tables are included. Contains 33 references. (LMI)

ED 384 999 EA 026 900

Manasevit, Leigh M.; Cowan, Kristen Tosh
Great Expectations: Understanding the New Title I.
PUB DATE- 95
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Compliance (Legal); *Educational Assessment; *Educationally Disadvantaged; Educational Policy; Elementary Secondary Education; Federal Aid; *Federal Legislation; Parent Participation; Program Development; Program Implementation; Remedial Programs; Standards
IDENTIFIERS- *Improving Americas Schools Act 1994

On October 20, 1994, President Clinton signed into law the Improving America's Schools Act of 1994. This statute contains amendments to the Elementary and Secondary Education Act of 1965, including the reauthorization of Chapter 1, as the newly entitled Title I. The reauthorized Title I drastically restructures the direction of former remedial programs, in which students were pulled out of their regular classrooms to participate in special remedial classrooms. The bill pushes for more accountability while offering opportunities for flexibility. This manual was designed to help interested parties understand the complex requirements of Title I and the dramatic revisions of Chapter 1. It highlights the areas of flexibility and simplicity found in specific statutory provisions and explains how local educational agencies and schools may take advantage of additional funding, administrative flexibility, and practical opportunities for the improved delivery of educational services. The guide explains the requirements imposed on the state and local educational agencies and defines exactly which federal funds can be used by these agencies for what purposes. Nine chapters address the following areas: (1) state and local planning requirements; (2) assessments for Title I programs; (3) implementation of Title I policy; (4) accountability provisions; (5) waivers and other burden-reducing provisions; (6) parental involvement; (7) professional development; (8) equitable participation of children enrolled in private schools; and (9) coordination requirements and fiscal obligations. Two figures are included. The entire Title I statute is contained in the appendix. (LMI)

ED 385 000 EA 026 901

Hunter, Barbara M.
From Here to Technology. How To Fund Hardware, Software, and More.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English

enrichment triad; (6) Shlomo and Yael Sharan--group investigations; (7) Hilda Taba--teaching strategies program; (8) Calvin Taylor--multiple talent approach; and (9) Donald J. Treffinger--self-directed learning. In addition, five other approaches are briefly described: J. P. Guilford--the structure of intellect; Lawrence Kohlberg--discussions of moral dilemmas; Frank E. Williams--teaching strategies for thinking and feeling; problem-based learning; and thinking actively in a social context. The final chapter offers guidelines for developing a comprehensive approach to gifted education curricula. (Individual chapters contain references.) (DB)

ED 385 017   EC 304 014

Ford, Bridgie Alexis, Ed.; And Others
Effective Education of African American Exceptional Learners: New Perspectives.
PUB DATE- 95
NOTE- 326p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Ability Identification; *Black Students; Cultural Context; Curriculum Development; *Disabilities; Disability Identification; Educational Innovation; Elementary Secondary Education; Emotional Disturbances; Family Environment; Family Involvement; *Gifted; Inclusive Schools; Language Acquisition; Learning Disabilities; Mental Retardation; Parent School Relationship; Self Concept; *Student Evaluation; Teacher Education; *Teaching Methods
IDENTIFIERS- *African Americans

This book presents 11 author-contributed papers covering the theory and practice of effective assessment and instruction of African American students with exceptionalities, including both disabilities and giftedness. Emphasis is on effective delivery of empowering services to African American youth and their families. The first seven papers have the following titles and authors: (1) "Assessment of African American Exceptional Learners: New Strategies and Perspectives" (Thomas E. Midgette); (2) "Identifying and Transforming the Potential of Young, Gifted African Americans: A Clarion Call for Action" (James M. Patton and Joy L. Baytops); (3) "Self-Concept Model for African American Students in Special Education Settings" (Festus E. Obiakor); (4) "The Language of African American Learners: Effective Assessment and Instructional Programming for Children with Special Needs" (Harry N. Seymour et al.); (5) "Curricular and Pedagogical Procedures for African American Learners with Academic and Cognitive Disabilities" (Helen Bessent Byrd); (6) "Cultural Contexts, the Seriously Emotionally Disturbed Classification, and African American Learners" (Mary Gresham Anderson and Gwendolyn Webb-Johnson); and (7) "Restructured Teacher Education for Inclusiveness: A Dream Deferred for African American Children" (Norma J. Ewing). Two papers then discuss the home-community-school pyramid connection: "African American Families" (Beth Harry) and "African American Community Involvement Processes and Special Education: Essential Networks for Effective Education" (Bridgie Alexis Ford); Descriptions of two alternative schools are then offered: "Foreign Language Immersion and Cultural Studies School: An Alternative Public School in Detroit, Michigan" (Ineala D. Chambers) and "Marcus Garvey School, Los Angeles, California" (Anyim Palmer). (References accompany each paper.) (DB)

NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adapted Physical Education; Cardiovascular System; Clinical Diagnosis; Congenital Impairments; Drug Therapy; Guidelines; Heart Disorders; Heredity; Human Posture; Medical Services; Organizations (Groups); *Physical Activities; *Physical Disabilities; Physical Fitness; Safety; *Special Health Problems; *Symptoms (Individual Disorders); Visual Impairments
IDENTIFIERS- *Marfan Syndrome

This document consists of two brochures, the first explaining the Marfan Syndrome and a second providing guidelines for physical education and activity for people who have this syndrome are provided. The brochure on factual information about Marfan syndrome outlines the associated medical problems involving the cardiovascular system, the skeleton, and the eyes. Also covered are causes and how to diagnosis and treat this disorder. The functions of the National Marfan Foundation are outlined. The brochure on physical activity presents information on changes in connective tissue that cause the Marfan syndrome, differences among forms of exercise and competition, and considerations when medications are being taken. Guidelines and modifications are included to promote safer exercise for people with the Marfan syndrome. A chart classifies sports and activities into four categories: strenuous and contact/collision high potential, strenuous and limited contact, strenuous and noncontact, moderately strenuous and noncontact, and nonstrenuous and noncontact. (SW)

ED 385 036 EC 304 069

Lachat, Mary Ann
High Standards for All Students: Opportunities and Challenges.
SPONS. AGENCY- New Hampshire State Dept. of Education, Concord.
PUB DATE- Oct 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Competency Based Education; *Disabilities; *Educational Assessment; *Educational Objectives; Elementary School Curriculum; Elementary Secondary Education; Individualized Education Programs; National Curriculum; National Programs; Secondary School Curriculum; State Curriculum Guides; State Standards; *Student Evaluation
IDENTIFIERS- *New Hampshire

This report on education standards considers national educational reform, New Hampshire initiatives, and implications of education standards for students with special needs. Included is information on national curriculum standards projects for mathematics, art, history, civics and government, geography, English and foreign languages, economics, and science. New Hampshire curriculum frameworks are discussed, and suggestions are offered for implementation by school districts. Information is also provided on the New Hampshire Educational Assessment Program, which includes performance-based testing. In considering students with special needs, topics include: how schools can include students with varying functional needs in a showed decreased intrinsic motivation and decreased self-efficacy), as well as increases in perceived and actual knowledge. Experimental subjects also showed significant changes in empowerment based on a questionnaire on helping orientations. (DB)

ED 385 054 EC 304 087

Turner, Nancy D.; Traxler, Maryann
Observations of Parents, Teachers, and Principals during the First Year of Implementation of Inclusion in Two Midwestern School Districts.
PUB DATE- Apr 95
NOTE- 33p.; Paper presents at the Annual Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Demonstration Programs; Educational Change; Elementary Education; Hearing Impairments; *Inclusive Schools; Interpersonal Relationship; Junior High Schools; Middle Schools; *Parent Attitudes; Program Effectiveness; Program Evaluation; Program Implementation; School Districts; *Severe Disabilities; *Teacher Attitudes; Visual Impairments
IDENTIFIERS- Indiana; Moderate Disabilities

Two suburban school districts in Indiana were designated as inclusion pilot sites by the state legislature during the 1992-93 school year. Twenty-one students with moderate or severe disabilities and sensory impairments were integrated into their neighborhood schools. Observations of parents and general education teachers of these students were assessed using surveys, and principals in the schools were interviewed. As perceived by these groups, the greatest success of the program was the social benefit to the included students. Critical factors in the program's success included training in modification of curriculum, collaboration among colleagues, and approaching the inclusion process with a positive attitude. Contains 25 references. (Author/DB)

ED 385 055 EC 304 088

Heumann, Judith E.; Hehir, Thomas
Questions and Answers on Disciplining Students with Disabilities. OSEP Memorandum.
PUB DATE- 26 Apr 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; *Behavior Problems; *Compliance (Legal); Decision Making; *Disabilities; Discipline; *Discipline Policy; Due Process; Educational Legislation; Elementary Secondary Education; Expulsion; Federal Legislation; Federal Regulation; Legal Responsibility; School Districts; School Safety; Student Placement; Suspension
IDENTIFIERS- *Gun Free Schools Act 1994; Guns; Improving Americas Schools Act 1994; *Individuals with Disabilities Education Act

Ort, Sharon I.; And Others
Tourette Syndrome and the School Nurse. Revised.
SPONS. AGENCY- American Legion Child Welfare Foundation, Inc., Indianapolis, Ind.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Deficit Disorders; *Drug Therapy; Elementary Secondary Education; Hyperactivity; *Neurological Impairments; *School Nurses; *Staff Role; Student Adjustment; *Student Behavior; Student Needs; *Symptoms (Individual Disorders)
IDENTIFIERS- Obsessive Compulsive Behavior; *Tourette Syndrome

Information on Tourette Syndrome (TS), as well as transient and chronic tic disorders, is provided in this pamphlet for the school nurse, who can support and educate the child, family, and other school personnel. Information is included on genetic factors and behaviors that may be connected to TS: obsessive-compulsive symptoms, hyperactivity, inattention, disruptive behavior, and learning disabilities. It is noted that some children with TS may require accommodations in the regular classroom, special classroom placement, or more rarely day hospital or residential placements. Possible roles of the school nurse include: reassuring the child who is confused or upset about the tics and the consequent teasing they may experience, helping teachers understand ways that TS can interfere in the classroom, assisting families to understand TS and to cope with their reactions, dispensing and monitoring medications for children who require them, and explaining medications to school staff and the family. Information is provided on types of medications that may be prescribed for children with tics, obsessive compulsive symptoms, and attention and hyperactivity disorders, including dosages and possible side effects. Brief annotations are provided on four videotapes and five publications. (SW)

ED 385 075 EC 304 108

Wertheim, Judy
Coping with Tourette Syndrome in the Classroom. Revised.
SPONS. AGENCY- American Legion Child Welfare Foundation, Inc., Indianapolis, Ind.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; *Neurological Impairments; Student Adjustment; *Student Behavior; Student Needs; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Tourette Syndrome

The symptoms and nature of Tourette Syndrome (TS) and the role of the teacher in educating the child with TS are addressed in this pamphlet, as are other behaviors that may be connected to recommendations to increase parental involvement are offered. (Contains 41 references.) (DB)

ED 385 094 EC 304 128

Vermont's Act 230 and Special Education Funding and Cost Study.
PUB DATE- Jan 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; *Disabilities; Educational Change; *Educational Finance; *Educational Legislation; Educational Trends; Elementary Secondary Education; Eligibility; Expenditure per Student; *Noncategorical Education; Regular and Special Education Relationship; *State Legislation; Trend Analysis
IDENTIFIERS- *Act 230 (Vermont 1990); Funding Formulas; *Vermont

This report uses text, graphs, and tables to show how Vermont's Act 230 (1990) is being implemented to reform both regular and special education. The Act's goals focus on reducing dependence on categorical programs such as special education and increasing support available to students not eligible for special education through such strategies as revision of the special education formula and establishment of a state/local partnership for funding services. Separate sections provide data and analysis on the reform plan, factors impacting significantly on the reform effort (such as the increased demands placed on schools), the impact of reform (e.g., provision of support services to 32 percent of students), the impact on student placement, increasing costs, extraordinary costs for students with intensive needs, the heavy burden on school districts, causes of increased costs (such as increasing needs of students and families), and recommendations. General recommendations are: (1) stemming the trend of increasing student/family needs; (2) building capacity of schools and communities to deal with diverse needs; and (3) developing alternatives for those who need them. More specific recommendations urge more flexible funding, integration of human service workers in the schools, and dissemination of innovative model programs. (DB)

ED 385 095 EC 304 129

Frost, Julie A.; Emery, Michael J.
Academic Interventions for Children with Dyslexia Who Have Phonological Core Deficits. ERIC Digest E539.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Auditory Perception; Auditory Training; Definitions; *Disability Identification; *Dyslexia; Elementary Secondary Education; Incidence; *Intervention; Learning Strategies; Metacognition; *Perceptual Impairments; Phonics; *Phonology; *Remedial Instruction; Remedial Reading
IDENTIFIERS- ERIC Digests

This digest presents basic information for those providing educational services to children with dyslexia who have phonological core deficits. First it provides a brief overview,

Development of a Program To Target Successful Teaching Techniques for Increasing Auditory and Visual Responses in Severely Profoundly Mentally Handicapped Students.
PUB DATE- May 95
NOTE- 47p.; Master of Science Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Auditory Stimuli; Behavior Change; Intervention; Multiple Disabilities; Primary Education; Reinforcement; *Sensory Experience; *Severe Mental Retardation; Skill Development; *Stimulation; Student Reaction; *Tactile Stimuli; *Visual Stimuli

A program was developed to improve auditory and visual stimulation and responsiveness for seven elementary school students (ages 6-7) who had severe/profound mental retardation and multiple disabilities. After initial observation, consultation, and assessment of the students, the 12-week intervention program involved auditory, tactile, and visual stimulation. In addition to daily interventions with a staff member and aide, three nondisabled fifth grade students provided assistance with the activities twice a week. Activities focused on helping students respond to touch and encouraging students to reach for and touch objects. Types of tactile, auditory, and visual stimulation activities and materials are described, along with electronic materials such as a switch toy. Additional activities were added when students began making choices using a communication board. After pretesting students' initial functioning, daily performance on the activities was documented, and a posttest assessed physical performance of the intervention activities. Results indicated that subjects increased their auditory and visual skills in most targeted areas. Pretest and posttest observation checklists and the findings are appended, along with a daily score sheet. (SW)

ED 385 113 EC 304 150

Kingston, Ellen
Developing a Program To Improve Toileting Skills of Prekindergarten Handicapped Students in a Suburban Elementary School.
PUB DATE- May 95
NOTE- 47p.; Master of Science Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Behavior Change; Child Behavior; *Developmental Delays; Habit Formation; *Hygiene; Intervention; Preschool Children; Preschool Education; *Self Care Skills; *Skill Development; Toilet Facilities
IDENTIFIERS- *Toilet Training

A program was developed to improve the toileting skills of four prekindergarten students (ages 3-5) with developmental delays. A daily toileting chart was employed over a 12-week period. During toileting attempts, each child was encouraged to pull down and pull up pants by using verbal prompts. Success at this activity resulted in placement of a sticker on the child's self-help table. On each toileting occasion, the child was verbally encouraged to attempt to use the toilet, and verbal praise stated what the child had accomplished. Turning on the water and washing hands after using the toilet were also target behaviors. During week 5 of the intervention, the data were examined for patterns in elimination times, or liquids were

The collection of papers, dedicated to Maria Antonieta Alba Celani, a celebrated English professor in Brazil, consists of writings by colleagues on four themes: developments stemming from Dr. Celani's Brazilian national project for the teaching of English for special purposes; language teacher training; language processing; and analysis of communication in business. Articles include: "Towards a Theory of Participatory Evaluation: Insights from Applied Linguistics" (J. Charles Alderson); "The Importance of the Affective Domain in ELT Projects" (Maurice Broughton); "Aspects of Awareness Raising in Reading Courses" (Celia A. Figueiredo); "Influencing Research and Research Design: The Brazilian ESP Project" (Angela B. Kleiman); "Managing Change in Education: A Teacher Development Project for Primary and Secondary School Teachers" (Vilma Sampaio de Oliveria); "The Virtues of Untrained Teachers" (John Holmes and Patricia Crossley); "Teacher-Researchers at the Pivot Between Tradition and Innovation in the Foreign Language Classroom" (Luiz Paulo da Moita-Lopes); "Classroom Interaction and Strategic Reading Development (Maria Cecilia C. Magalhaes and Roxane H. R. Rojo); "Metaphors and Language Awareness (Mike Scott); "Thesis 20 Years On: Principles of Linguistics and the Theory-Praxis of the Rights of Language-Learners" (Francisco Gomes de Matos); "Describing and Teaching Speech Act Behaviour: Stating and Changing an Opinion" (Andrew D. Cohen and Elaine Tarone); "Metalinguistic Reflections on Code-Switching" (Mary Aizawa Kato); "Cognitive Skills and Individual Differences in Reading" (Abuendia Padilha Pinto); "Introspection in Applied Linguistics: Meta-Research on Verbal Protocols" (Marilda C. Cavalcanti and Mara S. Zanotto); "The Value of Accessing Translation as a Process" (Nelia Scott); "From Writer Roles to Elements of Text Interactive, Organisational and Topical" (Florence Davies); "The Place of In-House Journals in Business Interaction: A Case Study" (Anthony F. Deyes); "The Analysis of Verbal Interaction: A Meeting" (Maria Cecilia Perez de Souza e Silva); "Laughter and Interpersonal Management in a Business Meeting" (Susan Thompson); and "Modal Profiling in Oral Presentations" (Heloisa Collins)." (MSE)

ED 385 134   FL 023 125

McKnight, Alex; Turner, Lyn
TESOL in Developing Countries: Challenges for Teacher Education.
PUB DATE- Mar 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 28-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; Cultural Influences; Developing Nations; *English (Second Language); Foreign Countries; *Foreign Students; Higher Education; Intercultural Communication; Language Teachers; Surveys; *Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS- *Asian Culture; *Australia

This paper reports the survey of a small population of international English-as-a-Second-Language (ESL) student teachers at Deakin University (Melbourne, Victoria) in Australia. Particular emphasis of the study was on what these student teachers have learned from their courses and what challenges they believe they will face on return to their home countries. The program usually has 30-40 international students, mostly from surrounding Asian countries (Hong Kong,

ED 384 695   CE 067 739

A Collection of Readings Related to Competency-Based Training. EAE604 Curriculum and Competencies.
SPONS. AGENCY- Victorian Education Foundation.
PUB DATE- 94
NOTE- 441p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Standards; Adult Education; Behavioral Objectives; *Competence; *Competency Based Education; Curriculum Development; Educational Benefits; Educational Change; Educational Improvement; Educational Objectives; Educational Policy; Educational Practices; Educational Principles; Educational Strategies; *Education Work Relationship; Employment Qualifications; Evaluation Methods; Foreign Countries; *Industrial Training; Job Training; Models; National Curriculum; Policy Formation; Program Development; Program Implementation; Statewide Planning; Student Evaluation; Trainers; *Training Methods; *Vocational Education
IDENTIFIERS- *Australia

This publication is part of the study materials for the distance education course, Curriculum and Competencies, in the Open Campus Program at Deakin University. It contains 39 papers on the nature, historical development, and delivery of competency-based training (CBT) and on the Australian and international debates surrounding CBT. The following papers are included: "Introduction to the Discourse on Competency-Based Training (CBT)" (Brown); "Competency-Based Education" (Spady); "Competency-Based Approach to Education and Training" (Blank); "Competency-Based Training Programs" (Foyster); "Aspects of the Framework for the Implementation of a Competency-Based Vocational Education and Training System" (VEETAC Vocational Education, Employment, and Training Advisory Council); "History of the Objectives Movement in Education" (Davies); "Educational Responses to the Concern for Proficiency" (Neumann); "Competence-Based Education and Training" (Tuxworth); "From Novice to Expert" (Benner); "Concept of Competence" (Jessup); "Competency-Based Training" (Thomson); "Standards and Training" (National Training Board, Rumsey, Cooper, Haines); "Statewide System for Competency-Based Instruction" (Blank); "Developing a Coherent National Framework of Qualifications" (Jessup); "Developing New Competencies for Workplace Education" (Mawer); "National Training Reform Agenda and Enterprise Bargaining" (Mansfield); "Critical Analysis of Competency-Based Systems in Adult Education" (Collins); "In Search of a Real Analysis" (Parker); "Rebuttal to: A Critical Analysis of Competency-Based Systems in Adult Education" (Ratcliff); "Competency-Based Adult Education and Variations on the Theme" (Collins); "Case against 'Competence'" (Jackson); "On 'Competence'" (Ashworth, Saxton); "Rise of Competency-Based Education" (Magnusson, Osborne); "Competency-Based Skills Training" (Gossett, Kane, Tesolowski); "Competency and the Pedagogy of Labour" (Field); "Trouble with Competence" (Norris); "NVQs (National Vocational Qualifications)" (Marshall); "Alternative Models of Competence in Vocational Education and Training" (Hodkinson); "Modularisation" (Ker); "Competency-Based Programs" (Harris, Barnes, Haines); "Implementing Competency-Based Vocational Education" (Candy, Harris); "Competency-Based Vocational Education" (Watson); "How Clever Are We...in the Way We Train Our Workers?" (Scott); "Qualified for the Job" (Cooper); "Ford Factory Learning"

alter the goal or to drop it and pursue others. Three suggestions for using this procedure are as follows: force field analysis should take place in smaller groups of 20 or less; the discussion leader should behave as a neutral facilitator; and participants are encouraged to correct statements. Potential benefits include the following: better designed goals that reflect diverse and critical thinking, better understanding of goal opposition and support, and minimized confrontation and friction. (YLB)

ED 384 713   CE 069 163

Silverberg, Marsha K.; Hershey, Alan M.
The Emergence of Tech-Prep at the State and Local Levels.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 172p.; For a related document, see CE 069 391.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); *Consortia; Cooperative Planning; Coordinators; Core Curriculum; Curriculum Development; Educational Cooperation; Educational Objectives; Educational Policy; Educational Trends; Education Work Relationship; Enrollment; Government School Relationship; Leadership; Models; National Surveys; Policy Formation; *Program Development; School Business Relationship; *School Districts; Secondary Education; *State Programs; Student Participation; Tables (Data); *Tech Prep; Trend Analysis; Two Year Colleges; *Vocational Education

The emergence of tech-prep at the state and local levels was examined in a study of the first surveys of state and local coordinators: a survey of all 812 tech-prep consortia receiving Title IIIE funds for school year 1992-93 (response rate 86%) and a state survey of all 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands (to which all but 1 coordinator responded). The study focused on the following: state role in promoting tech-prep; setting for tech-prep initiatives; organization, leadership, and resources of consortia; definition of tech-prep; participation in tech-prep programs; school and workplace content of tech-prep programs; approaches to staff development and promotion of tech-prep; student outcomes; and local evaluation of tech-prep implementation. The study established that although tech-prep has the potential to affect many students, tech-prep students still represented relatively small proportions of students in their consortium districts. Many consortia were still in a pilot phase. The current level of activity among postsecondary partners was unclear, and reporting on students appeared a major obstacle for consortia and states. Tech-prep has already laid some groundwork for transformation to school-to-work systems, however. (Sixty tables/figures are included. Appended are local survey response rates by state. Contains 10 references.) (MN)

ED 384 714   CE 069 206

Leis, Andrea
Creating Opportunities through Basic Skills Training. A Study of the Ontario Basic Skills Program and Its French-Language Counterpart, Formation de base de l'Ontario.
SPONS. AGENCY- Association of Colleges of Applied Arts and Technology of Ontario, North York.; Ontario Ministry of

sophisticated management abilities were adopted less frequently. It was recommended that the government's financial commitment to the agricultural sector be increased and linkages among researchers, extension agents, and farmers be improved. (Contains 29 references.) (MN)

ED 384 731 CE 069 345

Ojomo, Christian O.; McCaslin, N. L.
Factors Influencing Rural Women Cassava Processors' Intention to Participate in an Agricultural Extension Education Program. Summary of Research 80.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Agricultural Education; Demography; Educational Attitudes; Extension Education; *Females; *Food Processing Occupations; Foreign Countries; Individual Characteristics; Participation; Rural Areas; Rural Education; *Rural Extension
IDENTIFIERS- *Cassava; *Nigeria

A study examined factors influencing female cassava processors' intentions regarding participation in an extension education program on cassava processing in rural Nigeria. Interviews were conducted with 224 women who were purposely selected from areas of zone 3 of Ondo State, Nigeria, which has large concentrations of cassava processors. Descriptive statistics, factor analysis, and discriminant analysis were used to identify relationships between demographic characteristics and respondents' individual characteristics and their intention to participate in extension education. The cassava processors were found to be educationally and economically disadvantaged and to have considerable experience and indigenous knowledge about cassava processing. It was concluded that those rural cassava processors most likely to participate in a cassava processing extension program were women who perceive a high need for training, want to cooperate, are willing to share information, want evening programs, and have farmed for longer periods of time. Women who had lower attitudes toward innovation or were unmarried were least likely to attend extension programs. Most (200) of the women interviewed intended to participate in a cassava processing extension program. Twelve recommendations regarding future research were made. (Contains 25 references.) (MN)

ED 384 732 CE 069 346

Padde, Paul; And Others
An Evaluation of the Relationship between Supervisory Techniques and Organizational Outcomes among the Supervisors in the Agricultural Extension Service in the Eastern Region Districts of Uganda. Summary of Research 81.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agricultural Education; Demography; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; *Extension Agents; *Extension Education; Foreign Countries; Individual Characteristics; Leadership; *Leadership Styles; *Organizational Effectiveness; Self

following aspects of developing a curriculum outline strategy are considered: driver education's missions, stakeholder needs, underlying strategic assumptions, and curriculum development goals. Presented next is an outline listing 40 performance objectives in the following categories: motivation, knowledge, attention, detection, perception, evaluation, decision, motor skills, safety margin, and responsibility. The following topics are examined in a section on methods: shaping methods to goals, building instructional media units, instructional delivery, refocusing driver education resources on motivation, educating motivation and responsibility, planning and evaluation, and curriculum integration. Included in a section on supporting noninstructional influences are suggestions for coordinating community influences and linking driver education with graduated licensing. Concluding the document are a summary, and 10 recommendations for revamping driver education. Appended are a methods outline and list of the 40 experts consulted. Contains 136 references. (MN)

ED 384 750 CE 069 391

Hershey, Alan; And Others
The Diverse Forms of Tech-Prep: Implementation Approaches in Ten Local Consortia.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 160p.; For a related document, see CE 069 163.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Articulation (Education); Career Academies; Career Counseling; Career Development; *Consortia; Curriculum Development; Educational Change; Educational Objectives; *Educational Practices; Educational Resources; Financial Support; High Schools; Instructional Development; Integrated Curriculum; Program Administration; *Program Implementation; Relevance (Education); Resource Allocation; School Business Relationship; School Counseling; School Districts; Student Recruitment; *Technology Education; *Tech Prep; Two Year Colleges

This document profiles the diverse approaches to tech-prep taken by 10 local districts across the United States. The tech-prep programs in the following cities are profiled: Dayton, Ohio; Dothan, Alabama; East Peoria, Illinois; Fresno, California; Gainesville, Florida; Hartford, Connecticut; Logan, West Virginia; Salem, Oregon; Springdale, Arkansas; and Springfield, Massachusetts. Each profile includes information about the following aspects of the program: articulation and programs of study; changes in curriculum and instruction; recruitment, guidance, and career development; and governance and resources. Discussed in the final chapter are the following emerging issues: students toward whom tech-prep is targeted; the importance of articulation to tech-prep development; ways consortia can make programs of study a meaningful feature of tech-prep; the implications of alternative strategies for introducing applied academics; the extent to which tech-prep will change postsecondary programs; and the role business and industry can be expected to play in tech-prep. (MN)

ED 384 751 CE 069 393

Report of the Technical Committee for Manufacturing Occupations.
PUB DATE- Mar 90

explains how to develop career awareness programs for tech prep students. The introduction contains background information on the PACE consortium. Discussed next are the objectives and content of the PACE program, "Planning for the Future: A Student Awareness Program for Tech Prep and Mid-level Technology Careers." Presented next are the answers to questions about the need for career awareness programs in tech prep, program components and format, program facilitation, and integration of career awareness activities into applied academics classes. Concluding the handbook are guidelines for developing a student career awareness program, including tips for developers and suggestions regarding training staff. Appendixes constituting approximately 90% of this document include the following: table of contents of PACE career awareness facilitator's guide, sample unit dealing with midlevel technology careers, and planning forms. (MN)

ED 384 770 CE 069 454

Turlington, Anita J.
The PACE Guide to Area Business Speakers. PACE "How To" Handbooks for Tech Prep.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 94
NOTE- 30p.; For related documents, see CE 069 278-281 and CE 069 453-458.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Guides; Intermediate Grades; *Material Development; Middle Schools; *Public Speaking; School Business Relationship; Secondary Education; *Technology Education; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Guest Speakers; *Partnership for Academic and Career Education SC

This handbook, which is one in a series of handbooks designed to help tech prep practitioners replicate successful materials/projects/programs developed by Partnership for Academic and Career Education (PACE) consortium members, explains how to develop a guide to area business speakers. Background information on the PACE consortium is presented. Discussed next are the purpose and content of the PACE "Guide to Area Business Speakers," which includes a compilation of PACE area business and industry representatives willing to participate in tech prep program-related activities and tips for teachers, counselors, and speakers. Presented next is information on the following topics: the role of speakers' guides in advancing tech prep initiatives, types of information and individuals to include in a speakers' guide, steps in contacting prospects, and use of speakers' guides by teachers and counselors. A suggested timeline for developing a speakers' guide is included. Appendixes constituting approximately 60% of this document include the following: excerpts from the PACE guide; sample data sheet, speaker reminder card, and dissemination letter; and initial mailing sent to potential PACE speakers (including topic suggestions and background information on tech prep and on the PACE consortium's tech prep program). (MN)

ED 384 771 CE 069 455

and 46 references. (MN)

ED 384 788 CE 069 477

Splett, Martin
A Comparative Field Study To Evaluate Practical Approaches in Implementing Work Team Groups in an Organizational System.
PUB DATE- Jul 95
NOTE- 59p.; Master of Science paper, Pittsburg State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Change Strategies; Comparative Analysis; Corporations; Educational Needs; *Employee Attitudes; Employer Employee Relationship; Field Studies; *Industrial Training; Labor Force Development; *Organizational Change; Organizational Climate; Organizational Development; *Teamwork; *Total Quality Management; Training Methods

A study examined the problems encountered when organizations adopt management strategies based on teamwork and total quality management (TQM) and the effectiveness of training in avoiding such problems. Survey instruments were mailed to 85 individuals involved in implementing work teams at 85 companies in 4 Missouri cities; 23 responses (27.1% response rate) were received. Of the respondents, 87% reported uncertainty and/or fear of the changes being implemented and more than 40% reported that employees (especially supervisors) were reluctant to accept teamwork- and TQM-based approaches. Nearly 40% of the respondents used at least five of the following types of training to facilitate organizational change: conflict resolution, communication skills, team decision making, problem identification, problem analysis, and use of TQM tools. It was recommended that organizations adopting teamwork- and TQM-based approaches take the following steps: (1) provide all employees with sound and timely information about upcoming changes/events; (2) ensure that managers/supervisors believe in the new approach before introducing it to lower-level employees; and (3) make information about upcoming changes accessible to all employees. Appended are the following: survey instrument and cover letter, sample data analysis, possible data correlations, and lists of potential problems/benefits of teamwork-based approaches.) Contains 27 references. (MN)

ED 384 789 CE 069 478

Job Corps. High Costs and Mixed Results Raise Questions about Program's Effectiveness. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- Jun 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cost Effectiveness; *Disadvantaged Youth; Economically Disadvantaged; *Employment Programs; Federal Legislation; Federal Programs; *Job Placement; *Job Training; Postsecondary Education; Program Costs; *Program Effectiveness; Secondary Education; Vocational Education; Youth Programs
IDENTIFIERS- *Job Corps

Job Corps, administered by the Department of Labor, is an employment and training program aimed at providing severely disadvantaged youth with a comprehensive array of services, generally in a residential setting. A study conducted meetings

(KC)

ED 384 807 CE 069 523

Workforce Development Act of 1995. Report together with Additional and Minority Views To Accompany S.143. 104th Congress, 1st Session.
PUB DATE- Jul 95
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cost Estimates; *Employment Programs; *Federal Aid; Federal Legislation; *Federal Programs; *Job Training; *Labor Force Development; Program Costs
IDENTIFIERS- Congress 104th; Proposed Legislation

This congressional report addresses the Workforce Development Act of 1995 that would consolidate federal employment training programs and create a new process and structure for funding the programs. Contents include the following: a summary of the bill; background and need for the legislation; history of the legislation and votes in committee; committee views; cost estimate; regulatory impact statement; section-by-section analysis; additional views of: Senator DeWine; Senator Pell; and Senators Pell, Simon, Jeffords, and Kennedy; minority views of Senators Kennedy, Dodd, Simon, Harkin, Mikulski, and Wellstone; and changes in existing law. Appended is a letter to Senator Nancy Kassebaum from Howard Dean, Tommy G. Thompson, Mel Carnaham, and Arne H. Carlson of the National Governors Association. (YLB)

ED 384 808 CE 069 524

Edwards, Ralph; Evans, Diane
Wisconsin EMT Association: A Statewide Injury Prevention Program. Final Report.
SPONS. AGENCY- National Highway Traffic Safety Administration (DOT), Washington, D. C.
PUB DATE- Sep 90
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accident Prevention; Adult Education; Community Programs; Early Childhood Education; Elementary Secondary Education; Emergency Medical Technicians; *Injuries; Program Descriptions; Public Service; *Safety Education; *Traffic Accidents
IDENTIFIERS- Wisconsin

This report provides a detailed description of a statewide injury prevention program of the Wisconsin Emergency Medical Technician Association. A project introduction is followed by brief descriptions of the components of the injury prevention program: occupant protection seminars; mock crash seminars; Emergency Medical Services (EMS) Buckle Bear, an official mascot used to reach young children with the very basic injury prevention message; Lifesaver's 8 Conference; public service announcements; EMS--The Invisible Public Health Service, a series of five regional workshops intended to help EMS providers learn how to develop effective public information and education programs; EMS Week activities; posters; and an exhibit booth at the Wisconsin State Fair. The 12-page report is accompanied by appendixes that contain sample campaign materials developed to implement the program, including the of life, dating, mate selection, engagement, marriage, money management, parenting, crisis management, the "golden years," and philosophy of life. Each unit contains one or more lesson plans, each consisting of competencies, introduction, lesson options and supplies, summary, test bank, information sheets, and transparency masters. The final section of the guide includes the following: an alphabetical listing of lessons, a recommended scope and sequence, and a list of 26 books, 4 Extension bulletins, 9 films or filmstrips, 2 magazines, 16 musical pieces, five pamphlets, 9 resource centers, 26 videotapes, and 7 miscellaneous resources. (KC)

ED 384 826 CE 069 574

Parenting and Child Development. Course Number 7065. Curriculum Guide.
PUB DATE- Aug 94
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Caregiver Child Relationship; Child Care Occupations; *Child Development; Child Rearing; Competence; Competency Based Education; Course Content; Family Life Education; *Learning Activities; Lesson Plans; Parent Child Relationship; *Parenting Skills; State Curriculum Guides; Teaching Methods; Units of Study; Young Children

This curriculum guide, developed in North Carolina, is designed to help teachers guide students in making informed choices for their interaction with children throughout life. The course teaches students about the obligations and responsibilities of being caregivers and emphasizes the impact of adults on children's lives. While preparing for experiences with children either as parents, caregivers, or observers, students learn ways to assist children in dealing with stress, adjusting to change, and using technology. The whole child is emphasized through the study of physical, emotional, social, and intellectual development from infancy through preschool. The curriculum guide include competency matrixes, a course blueprint, a course outline, and 10 units of instruction. The units cover the following topics: parenting perspectives, parenting concerns, pregnancy and prenatal development, the miracle of birth, leadership and citizenship, health and safety, infants, toddlers, preschoolers, and child care and educational experiences. Each unit contains several lessons, each based on a competency. Each lesson plan includes an objective, a competency statement, a content outline keyed to competencies with suggested activities and resources, and suggested references. (KC)

ED 384 827 CE 069 588

Tisdell, Elizabeth J.
Creating Inclusive Adult Learning Environments: Insights from Multicultural Education and Feminist Pedagogy. Information Series No. 361.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Brown, James H.
Effects of Home Environment on the Development of Pedophilia: A Review of the Literature.
PUB DATE- Jul 94
NOTE- 43p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Family Environment; Family Influence; Literature Reviews; Meta Analysis; Parent Child Relationship; *Parent Influence; Research Methodology; *Sexual Abuse; *Social Cognition; Social Development; Victims of Crime
IDENTIFIERS- *Child Molesters; *Pedophilia; Sex Offenders; Victimization

Pedophilia is the experience of recurrent intense sexual urges and sexually arousing fantasies involving sexual activity with a prepubescent child by a person (at least 16 years of age and 5 years older than the victim) who has acted on these urges. This research paper reviews research on the effects of parent-child relationships and home environment on the development of pedophilia. Research in the etiology of pedophilia has been extensive in scope. The research examined here is mainly retrospective and focuses on pedophiles' perceptions of their families. The review is divided into three categories: (1) Parent-child interactions in the lives of pedophiles, examining mother-son relationships, father-son relationships, and parental identification; (2) Family environment, analyzing the structure of the sex offenders' families and the impact of sexual abuse and familial relationships; and (3) Sexual victimization, exploring the validity of the molestation theory and the literature concerning intra-familial and extra-familial victimization of sex offenders. Each study's statistically significant results and validity were critiqued. Research results across the three areas were mixed. Most of the studies were unable to discriminate pedophiles from other sex offenders and sexually deviant groups. Methodological considerations and recommendations for further research are suggested. (RJM)

ED 384 847 CS 012 187

Raines, Shirley C., Ed.
Whole Language across the Curriculum: Grades 1, 2, 3. Language and Literacy Series.
PUB DATE- 95
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010),Collected Works - General (020)
DESCRIPTORS- *Change Strategies; Classroom Environment; Classroom Techniques; Mathematics Instruction; Portfolio Assessment; Primary Education; Science Instruction; Social Studies; Teacher Behavior; *Whole Language Approach
IDENTIFIERS- Response to Literature

Applying the whole language perspective across the primary-grade curriculum, this book presents 10 essays that describe first-, second-, and third-grade classrooms where teachers find authentic, meaningful ways for children to communicate about their lives and what they are learning. Essays in the book demonstrate numerous whole language activities and illustrate the process of change undergone by teachers as they adopt and implement the whole language view of practice. After a foreword by Dorothy S. Strickland, essays in the book are: (1)

secondary interest in the support of adult literacy learners; and (6) when programs were evaluated, some had the potential to lead to the development of significant partnerships between the home and the school. Findings suggest the need for more intensive evaluation of family and community literacy initiatives, and programs need to initiated by community groups as well as educational organizations to share responsibility, control, and ownership. (Contains 25 references and 5 tables of data.) (RS)

ED 384 868   CS 012 221

Tomlinson, Louise M.
The National Reading Research Center: Agenda Related to Issues of Diverse Learners.
PUB DATE- May 94
NOTE- 15p.; Paper presented at the Annual Meeting of the International Reading Association (39th, Toronto, Ontario, Canada, May 8-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Equal Education; Professional Development; Program Descriptions; *Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Research; Teacher Education
IDENTIFIERS- *Diversity (Student); Educational Issues; *National Reading Research Center

The National Reading Research Center (NRRC) advocates education through research that addresses the unacceptably low reading achievement of American students and the lack of equity in the achievement of mainstream and minority populations. The NRRC acknowledges four pervasive problems that will sharpen the focus of the center's work: too many Americans lack essential reading abilities; ethnic and racial inequalities persist in schooling; the nature of current reading instruction and understanding has not had widespread impact; and reading research remains decontextualized and unaffected by real world constraints. The NRRC has initiated four strands of research: (1) instruction (investigating comprehension and cognitive strategies, literature and early reading, and social contexts of instruction); (2) learning (investigating learning subject matter from text, emergent literacy and language development, and motivation for reading); (3) assessment (investigating literacy portfolio assessment); and (4) teacher development (investigating the development of a summer course based on Foxfire principles). The NRRC has entered into an agreement with Reading Is Fundamental (RIF) to conduct studies and evaluations of Running Start. In 1993, the NRRC held a state-of-the-art conference on the theme of "Developing Engaged Readers in School and Home Communities." As the work of the center continues, research projects and other related activities will be subsumed under a new set of category strands: reading engagement and conceptual domains, early literacy, school research consortium, literacy professionals' ways of knowing, and home/school relations. (RS)

ED 384 869   CS 214 929

Dyson, Anne Haas
Children Out of Bounds: The Power of Case Studies in Expanding Visions of Literacy Development.

*Skill Development; *Underachievement; *Writing Improvement
IDENTIFIERS- *Basic Writers; Florida; *Organizational Skills; Writing Development

A pilot writing program was tested on 15 Florida eleventh graders, who had been placed in basic level classes and who believed themselves to be poor writers. After interviews with teachers and students, three practicum objectives were developed: (1) after 12 weeks, 80% of the target group will score a minimum of 3 on short composition assignments; (2) after 12 weeks, 80% will include an acceptable formal sentence outline and thesis statement with their assignments; (3) at the end of 12 weeks, 100% will demonstrate a working knowledge of at least 3 organizational strategies for writing. The implementation plan was based on the belief that the same effective organizational skills practiced by business and institutional managers could be employed in the target group's writing program to convey the concept of effective organization skills. Generally, results indicated improvement in student writing scores. More specifically, 86% of students scored a 3 or higher on the week 11 writing assignment, indicating successful attainment of objective 1. With regard to the second objective, results showed that all 12 students had included at least an adequate and at best a masterful sentence outline. With regard to the third objective, all 12 students were able to identify at least 3 different organizational strategies. Additionally, the researcher's records of each student's organizational agreement revealed a specifically chosen organization strategy and effectively developed paper based on said strategy. (Contains 16 references and 12 appendixes containing pre- and posttest results, a formal outline paradigm, questionnaires and results, an organization agreement, and a checklist.) (TB)

ED 384 887 CS 214 950

Williamson, Jack
The Effect of Main Idea Practice Using Computer Assisted Instruction and Desktop Publishing.
PUB DATE- May 95
NOTE- 94p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Desktop Publishing; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; Middle Schools; *Remedial Instruction; *School Newspapers; Student Publications; Summer Programs; Writing for Publication
IDENTIFIERS- *Main Idea

A practicum took place in a summer remedial program for students with learning problems and specifically focused on five middle school students and how, with computer use and computer assisted instruction, the students increased their ability to recognize main ideas. The students in the target group, with the skills learned in the summer school remedial program, created and word processed articles for the school newspaper. The five targeted students also converted the articles into a school newspaper using a comprehensive, simple desktop publishing program. The one practicum objective that was not met was that the five students would demonstrate an improved skill of main idea recognition. Only two of the five students met the objective. Findings suggest that the summer remedial program should continue to produce a newspaper. The high school in the eastern United States through teacher and student education. Through a collaborative team effort of computer-competent teachers and students, an in-service program was developed to teach the basic use of computers to the computer illiterate. Activities such as modeling, peer teaching, and on-line writing exchange helped establish a productive environment. The results of the practicum were positive. Students in the writing class used the computer lab a minimum of three times a week. Some individuals who were not in class asked to participate in the program during their free time. As a result, other classes using the writing class as a model, began to use the computer lab for their own writing assignments. The practicum's goal of increased participation and education of teachers and students was attained. Teachers, some of whom had technophobia, overcame their fears and incorporated the computer in their classroom. Students were guided and taught that technology can be very helpful in writing class as well as in other curricula. The collaborative efforts of students and teachers insured the success of the practicum. (Contains 15 references.) (Author/RS)

ED 384 905   CS 214 972

Hurlbert, C. Mark
Affiliation and Innovation in Composition Theory: A Troubling Dialectic.
PUB DATE- 17 Mar 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Higher Education; Innovation; Literacy; *Writing (Composition); *Writing Instruction; *Writing Teachers
IDENTIFIERS- *Composition Theory; Writing Contexts

The Conference on College Communication and Composition brings together a potpourri of theoretical outlooks and approaches to teaching writing, but in fact many of the participants have much in common. They are all developing theoretical projects that, while they are not completely compatible, are all manifestations of a desire to innovate, to transform composition theory and literacy education. Many would be inclined to say they are on the margins of composition studies, but then there are at least three problems with such a claim. First, their work is probably not that original; it is far more likely that many educators at work on something similar. Second, it is nearly impossible to claim a marginal position when the center of composition studies itself is shifting according to the location of the observer. And third, the mainstream of composition studies continues to incorporate innovative and progressive theoretical projects into itself. Nevertheless, there is probably a difference between progressive composition scholars and the mainstream. If it is hard to detect at times, it is because those in the mainstream, while they continue to teach in traditional ways, incorporate the language of the margins into their discourse. It is imperative that instructors teach their students not only to be fluent and capable in writing for a variety of contexts but to be writers who have the confidence to open dialogues that may be liberating--that is, with the potential to stimulate the personal level, cross-cultural communication is concerned with the way a person chooses to treat another--it is a question of communication ethics, a subject that should be introduced in any basic communication course because communicators must consider how to deal fairly and effectively with people from other cultures in their daily lives. Most students have not thought of students from other campuses or other majors as being culturally different. However, on the campus of North Carolina State, the College of Engineering has a culture distinctly different from the College of Humanities and Social Sciences. It seems that many people engage in cross-cultural communication without realizing it--sometimes effectively, but more frequently not effectively. When communication instructors at North Carolina State talk about improving cultural communication among cultures, they discuss the importance and significance of listening; encoding and decoding; and other "basic" communication notions. The foundation of effective cross-cultural communication is based not upon something radically new or different, but fundamental communication concepts that have been taught for years. Students should realize that there are many career opportunities in cross-cultural communication. There are many corporations, government agencies, and other organizations that are establishing diversity programs and conducting mandatory workshops or role playing exercises for employees. Communication professionals are in demand as trainers, facilitators, teachers and consultants. (TB)

ED 384 924 CS 508 965

Rao, Nagesh; And Others
Effects of Mothers against Drunk Driving's (MADD's) Victim Impact Panels on First-Time DWI Offenders: Some Initial Results.
PUB DATE- May 95
NOTE- 33p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Change Strategies; Communication Research; Community Education; *Driving While Intoxicated; Emotional Response; *Instructional Effectiveness; *Recidivism
IDENTIFIERS- Health Communication; Mothers against Drunk Driving; New Mexico (Albuquerque); *Victim Impact Panels

A study assessed the effects of victim impact panels (VIP) on first-time DWI (Driving While Intoxicated) offenders in Albuquerque, New Mexico. The VIP is an emotional presentation by the victim or their parents about how they were injured or their child was killed by a drunk driver. Subjects, 350 first-time offenders participated in a Mothers against Drunk Driving victim impact panel, took both pretest and posttest questionnaires measuring emotional state, perception of the riskiness of drinking and driving, and intention to drink and drive. Information was elicited as to the socio-demographic characteristics of the subjects. Typical VIP participant is a working-class male with a fairly modest income. Findings contradict the stereotype of DWI offenders as alcoholics--rather, they appear to be individuals who make poor choices. Participants reported being strongly affected by the VIP sessions. Most said they would not drink and drive again and were convinced that drinking and driving was very risky. Drinking and driving is a serious social and health problem,

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Desktop Publishing; Electronic Publishing; Faculty Publishing; Higher Education; *Instructional Materials; *Introductory Courses; Publishing Industry; *Speech Communication; Student Needs; Teaching Experience; *Textbook Selection
IDENTIFIERS- Custom Publishing

One of the most important decisions speech communication basic course directors make is the selection of the textbook. The first consideration in their choice of text should be whether or not the proposed text covers the units integral to the course. A second consideration should be whether or not the text covers the special topics integral to the course. Directors should also keep in mind that textbooks are written for and read by two different audiences: those who teach and those who are taught. What appeals to or impresses the first group does not always appeal to or impress the second group. Also, directors should consider who will be teaching the course: will it be seasoned faculty who will expect and demand some latitude in how they do things or inexperienced graduate students who need considerable guidance. While ancillary packages are provided with many textbooks today--packages that contain teaching aids such as manuals, test banks, computer software, video tapes, and discs--directors should remember that these services perhaps benefit the instructor more than the students; they also drive the price of the textbook up. Finally, directors should be aware that there are other options available today besides the major textbooks on the market; many publishers will help faculty produce their own custom-made textbooks. (Contains 24 references.) (TB)

ED 384 942   CS 508 985

Smith, Robert E.
Rethinking the Familiar: Changing Technologies and Print Materials.
PUB DATE- Nov 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Desktop Publishing; Electronic Publishing; *Faculty Publishing; Higher Education; Instructional Materials; Optical Data Disks; *Publishing Industry; *Speech Communication; Technological Advancement; *Textbook Preparation; *Textbooks
IDENTIFIERS- *Custom Publishing

The textbook industry seems to reflect the larger fragmentation of communication channels. When communication, then called speech, was emerging after World War II as a discipline, the instructor ordered Monroe's "Principles and Types of Speech" or one of its lesser competitors. The choices were limited. With the availability of new technologies, more textbooks are being produced in more ways. One particularly intriguing option introduced in recent years is custom publishing, whereby professors gather and write their own material and submit it to a publishing company that binds it but offers little or no editorial guidance. This option offers several possibilities:

conceptual framework that integrates best practice and performance indicators, a vital component of the quality-assurance system. One figure and two tables are included. (LMI)

ED 384 962 EA 026 851

Pavan, Barbara Nelson; And Others
Eight Years Later: Has the Superintendency Changed for Women?
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Career Development; *Educational Administration; Elementary Secondary Education; Employment Opportunities; Job Search Methods; *Occupational Aspiration; *Superintendents; *Women Administrators
IDENTIFIERS- *Pennsylvania

Despite the passage of affirmative-action legislation over the last 25 years, the percentage of women school superintendents has increased at a very slow pace. This paper compares the results of three separate research studies that examined women superintendents in Pennsylvania. One study was conducted in 1985 and the other two were conducted in 1993. The women superintendents in the studies matched the career aspirations of their male counterparts but put forth greater efforts to obtain their positions. Although the female administrators of 1993 were older, more likely to have a doctorate, more likely to be married, and somewhat more experienced than the 1985 respondents, they shared a strong motivation to make schools a good place for children to learn. In addition, the women had to demonstrate "toughness" and the ability to survive in the male-dominated world of educational administration. A conclusion is that an increased proportion of women administrators is more likely to foster collaboration than competition within the organization. Men have an ethic of justice while women have an ethic of caring or responsibility for others. The increase in women leaders must be accompanied by a change in societal attitudes toward the role of women and the value of nurturing. (LMI)

ED 384 963 EA 026 852

Leithwood, Kenneth; And Others
Preparing School Leaders: What Works?
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; *Educational Administration; Elementary Secondary Education; Higher Education; *Leadership; Leadership Qualities; Leadership Training; Management Development; Principals; *Program Effectiveness

This paper describes the results of a study that investigated the nature and consequences of a unique set of university-sponsored school leadership preparation programs. Begun in 1987, the Danforth Foundation Program for the Preparation of School Principals (DPPSP) was part of a two-pronged effort to more fully develop the potential of school leaders to contribute to and corporal punishment--and juvenile crime and delinquency. The primary data source was a random sample of 43,397 students in grades 6-12 enrolled in Florida public schools during 1992-93. Other data sources included a principal survey, onsite school visits, and state databases. The report provides information on the following demographic characteristics of disciplined students; the offenses that led to disciplinary action; gender and racial/ethnic differences; kinds of interventions used; the targets of offenses; the extent to which disciplined students were involved in the Juvenile Justice system; patterns of school-suspension rates; the need for alternative measures; and the estimated fiscal impact of providing education services to suspended/expelled students. Some of the findings include: (1) poor, male, and African-American students were overrepresented among students who were disciplined, and the overrepresentation increased with the severity of the disciplinary action; (2) in general, students who received discipline were low academic achievers, absent more than 10 days, and overage for their grades; (3) across all offense groups, African-American students were more likely to receive harsher discipline--particularly expulsion--than were white students; and (4) 45 percent of all expulsions were for major or alcohol/drug-related offenses and 31 percent were for firearms/weapons possession. Ten recommendations are offered for action to be taken by the state legislature, Florida Department of Juvenile Justice and the Department of Education, school districts, and schools. Fifty-two charts and 27 tables are included. Appendices contain Florida State legislation, school discipline data, and a sample interview protocol. (LMI)

ED 384 982   EA 026 877

Doyle, Denis P.
Where Connoisseurs Send Their Children to School: An Analysis of 1990 Census Data To Determine Where School Teachers Send Thei
Children to School.
PUB DATE- May 95
NOTE- 132p.; Report prepared with the research assistance of Amanda C. Rice.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Catholic Schools; Educationally Disadvantaged; Elementary Secondary Education; Expenditures; *Parent Attitudes; *Private Schools; Public Schools; Racial Segregation; Religious Education; *School Choice; Socioeconomic Status; *State Church Separation; *Teacher Behavior; Teacher Salaries
IDENTIFIERS- *Teachers as Parents

This publication reports findings of an analysis of 1990 United States Bureau of Census data that determined where school teachers send their children to school. Findings indicate that the majority of all parents in the United States sent their children to public schools. As a group, teachers were more likely than the public at large to enroll their children in private school (17 percent compared to 13 percent). Public school teachers were slightly less likely than the general population to send their children to private school (12 and 13 percent, respectively). Parents with higher incomes were much more likely to enroll their children in private schools than were low-income parents. However, among teachers, income was a moderate predictor of the propensity to use private education. White parents in general were somewhat more likely than their non-white counterparts to use private schools. However, black

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bond Issues; *Budgeting; Budgets; Corporate Support; Educational Economics; *Educational Finance; *Educational Technology; Elementary Secondary Education; Financial Needs; *Financial Support; *Fund Raising; Grantsmanship; Privatization; Publicity; *Resource Allocation; School Funds; School Support

Faced with shrinking state and local tax support and an increased demand for K-12 educational reform, school leaders must use creative means to find money to improve and deliver instruction and services to their schools. This handbook describes innovative strategies that school leaders have used to find scarce dollars for purchasing educational technology. Educational technology includes computer hardware, software, video, and telecommunications equipment. Five chapters provide suggestions for: (1) stretching budget dollars and reallocating funds; (2) gathering new dollars from the community and state; (3) working with business and other organizations; (4) raising funds in schools and districts; and (5) exploring grants. Sections in each chapter detail the benefits and obstacles of each strategy. Examples of strategies in action and contact information on the educators who used them are included. (LMI)

ED 385 001 EA 026 902

Lerner, Jon S.
The Constitutional Case for Universal School Choice in Minnesota.
PUB DATE- Oct 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); *Constitutional Law; *Court Litigation; Elementary Secondary Education; Parochial Schools; Private Education; *School Choice; *State Church Separation; State Courts
IDENTIFIERS- *Minnesota; *Supreme Court

Proponents of school choice are looking for ways to make school choice that includes private and religious schools legally sound. This paper describes how a carefully designed plan for universal school choice would be consistent with key rulings of the United States Supreme Court and the Minnesota Supreme Court. The paper first describes the 1971 landmark case, "Lemon v. Kurtzman," otherwise known as the "Lemon test," and the three test issues that must be addressed. A model plan for universal school choice is then presented, which is based on the following tenets: (1) aid should not be granted directly to religious schools; (2) religious schools must benefit only through the independent choices of parents; (3) all schools--public, secular private, and parochial--must be allowed to participate; (4) funding for students attending religious schools would be no greater than for those attending nonreligious schools; and (5) additional state regulation of religious schools above current regulatory levels should be minimized. The paper ends with a speculation as to how the members of the United States Supreme Court (as of October 1993) would be likely to approach a universal school-choice case. (Contains 72 endnotes.) (LMI)

ED 385 018 EC 304 046

Deffenbaugh, Abe, Ed.; And Others
The Oregon Conference Monograph 1995. Volume 7. Proceedings of a Conference (Eugene, Oregon, February 2-4, 1995).
PUB DATE- Feb 95
NOTE- 302p.; For selected individual papers, see EC 304 047-057. Figures on pages 67 and 69 contain broken type. Some photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; Delinquency; *Disabilities; Discipline; Educational Practices; Elementary Secondary Education; Hypermedia; Interpersonal Competence; Portfolios (Background Materials); *Professional Development; *School Organization; School Responsibility; Self Esteem; *Special Needs Students; Theory Practice Relationship; Values Education; Violence
IDENTIFIERS- Character Education

This monograph presents 23 papers presented at a 1995 Oregon conference which focused on students in trouble due to disabilities or context problems. Paper titles and authors are: "Identifying Students Who Have Learning Disabilities" (Barbara D. Bateman and David J. Chard); "ADHD: A Teachers' Guide" (Rosalyn A. Templeton); "Knowledge about the Brain for Parents, Students, and Teachers: The Keys to Removing the Invisible Roadblocks to Learning and High Self-Esteem for All Students" (Claude R. Beamish); "Juvenile Delinquency: Is Crime Actually on the Rise?" (Lance Schnacker and George Sugai); "Violent Students with Disabilities and School Responsibilities" (Young-Yon Lee); "Character Education Revisited: Historical and Contemporary Perspectives in the State of Oregon" (Randall L. De Pry and George Sugai); "Put the Professional Portfolio into Focus for the Individual and Special Education Applications" (Dean N. Osterman and David A. Krug); "Observing Teacher Behavior: An Efficient Empirical Method of Generating Hypotheses about Student Problem Behavior in General Education Settings" (Part I of III) (Rollen C. Fowler); "The Use of Functional Assessment in Research on the Effects of Attention from a Peer Tutor" (Part II of III) (Tary Tobin); "Professional Reading Patterns and Preferences: Bridging the Gap between Research and Practice" (Part III of III) (Randall L. De Pry); "School-Wide Discipline: Procedures for Managing Common Areas" (Ron Nelson and Geoff Colvin); "The Making of a School Community: Organizational Structure, Processes, and Goals" (Diana Oxley); "Development of Transition Programs for Adolescents with Serious Emotional Disturbances" (Julia Bulen and Michael Bullis); "An Inside Look at School Reform: What We Have Learned about Assessing Student Learning in a Nongraded Primary School" (Tracey E. Hall and Scott Baker); "Developing a School-Wide Discipline Plan: Addressing All Students, All Settings and All Staff" (Geoff Colvin et al.); "Project LITERACY-HI: Hypermedia for Readers with Hearing Impairments" (Mark Horney et al.); "Establishing Classroom Routines" (Geoff Colvin and Mike Lazar); "Social Skills Training for Youth with Behavior Disorders" (Lance Schnacker); "The Effects of Self-Evaluation, Self-Observation, and Self-Observation plus Self-Recording on the Occurrence of Disruptive Behaviors in Classroom: Extension Study" (Myounghee Yang Kim and George Sugai); "Steps and Practical Guidelines for Developing and Implementing Self-Management Programs for Children's Social Behavior on the Playgrounds" (Hwangyong Kim); "A Comparison of the Effects of Direct Instruction in Reasoning with

standards-based framework, what instructional methods are needed for including students with diverse needs in a standards-based curriculum framework, using individualized education plans to support the use of education standards for students with disabilities, the use of performance standards for students with disabilities, and accommodations during assessment. Also considered are curriculum frameworks developed by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) and the National Center on Educational Outcomes. Appendices include a glossary and list of resource groups. (Contains 77 references and 9 figures.) (SW)

ED 385 037   EC 304 070

Perez, Katherine D.; Gaffney, Virginia Brady
The Dilemma of Defining Dyslexia: Differing Perceptions.
PUB DATE- Mar 94
NOTE- 21p.; Paper presented at "Emerging Images of Learning: World Perspectives for the New Millennium," the Annual Conference of the Association for Supervision and Curriculum Development (49th, Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrators; *Change Agents; *Definitions; *Dyslexia; *Inservice Education; *Knowledge Level; Learning Disabilities; *Outcomes of Education; Parent Attitudes; Reading Difficulties; Teacher Attitudes; Writing Difficulties

Definitions of dyslexia provided by general and special educators, support personnel, parents, and administrators were compared and contrasted to currently accepted definitions found in the literature. In addition, the effects of symposium attendance on changing participants' perceptions of the definition of dyslexia were assessed. Surveys were completed by respondents before and after attending the symposium, and definitions were categorized into 17 characteristics. Significant differences were found between general and special educators' definitions of dyslexia. Although the literature frequently characterizes dyslexia as a language problem, this was not mentioned frequently by respondents. Dyslexia was most frequently characterized as a reading difficulty, and the next most frequently mentioned characteristic was reversals and inversions. When compared to educators' and administrators' pre-symposium responses, parents' perceptions of dyslexic characteristics displayed an adherence to definitions found in the literature. Dyslexia was more often viewed as involving a writing problem after the symposium than before. (SW)

ED 385 038   EC 304 071

McLaughlin, Margaret J.; And Others
Individual Educational Programs: Issues and Options for Change. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 26 Jun 95
NOTE- 32p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; Administrator Attitudes; *Change

This document, presented in question and answer format, provides guidance about legal requirements of the Individuals with Disabilities Education Act (IDEA) concerning the misconduct of students with disabilities and corrects the misunderstanding that students with disabilities are exempt from discipline under current law. It discusses recent amendments made to IDEA by the Improving America's Schools Act and the Gun-Free Schools Act as they apply to students with disabilities who bring guns to school. The 16 questions and answers address the following topics: appropriate steps when misconduct first appears; additional measures allowed; short-term suspensions; obtaining a court order for school expulsion or change of placement; group determination of the misconduct's basis; continuing obligations of the school district to the suspended or expelled student; options when the misconduct is a manifestation of the disability; special provisions concerning firearms; placement in an interim alternative setting; application of the Gun-Free Schools Act; authority of the school district's chief administering officer; and immediate steps to take when a student with a disability brings a firearm to school. Two flowcharts illustrate the appropriate process in the cases of a student with disabilities who engaged in behavior subject to discipline but does not bring a firearm to school and of a student with disabilities who brings a firearm to school. (DB)

ED 385 056 EC 304 089

Thurlow, Martha L.; And Others
High School Graduation Requirements: What's Happening for Students with Disabilities? Synthesis Report 20.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Credits; *Disabilities; *Graduation Requirements; High Schools; Minimum Competency Testing; National Surveys; Required Courses; *State Standards

This study analyzed documentation from 50 state departments of education concerning high school graduation requirements for students in general and for students with disabilities. Preliminary information reviews research on graduation requirements, research on minimum competence tests, and legal issues and implications. Study findings are then presented, including: (1) 44 states use Carnegie course unit requirements ranging from 10.25 to 24.00 credits; (2) 17 states have requirements for either a minimum competency test or exit exam; (3) local education agencies in several states have the option of establishing more stringent requirements than called for in state guidelines; and (4) exit documents that are awarded to students with disabilities vary from state to state (e.g., standard diplomas, modified diplomas, certificates of attendance), with similar requirements sometimes earning different types of exit documents in different states. Tables and figures provide state-by-state data on: Carnegie course units required for graduation; graduation requirements in curricular areas; states requiring exit exams or minimum competency tests; exit document options for students with disabilities; and standard diploma, modified diploma, and certificate requirements for students with disabilities. An appendix presents all graduation requirements for each state.

TS such as obsessive-compulsive symptoms, attention deficit hyperactivity disorder, and learning disabilities. Information on medications for TS is included. Teachers are encouraged to help by fostering feelings of self-esteem in the child with TS and teaching all children tolerance and compassion. Seventeen suggestions are offered for the education of children with TS, including, among others: being aware that the effects of TS on cognitive functioning may vary over time, using caution in interpreting IQ scores and results of standardized achievement tests, working closely with parents, recognizing that most children with TS learn best in a moderately structured classroom, providing children with TS opportunities for physical movement and a refuge for times when symptoms become intensified, understanding that children with TS are not necessarily learning disabled, modifying requirements for written work and allowing extra time to finish assignments, and helping the child with social isolation in the classroom. Brief annotations are provided for four videotapes and four publications on TS. (SW)

ED 385 076 EC 304 109

Collins, Edward C.
Educational Rights for Students with TS: Your Child's Rights to a Free Appropriate Education. Educational Recommendations.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Deficit Disorders; Compliance (Legal); Due Process; Educational Legislation; Educational Testing; Elementary Secondary Education; Individualized Education Programs; *Legal Responsibility; Mainstreaming; *Neurological Impairments; *Parent Rights; *Parent School Relationship; Student Behavior; Student Evaluation; *Student Needs; *Student Rights
IDENTIFIERS- Individuals with Disabilities Education Act; *Tourette Syndrome

This handbook for parents of children with Tourette Syndrome (TS) includes information on the child's rights under the law and legal steps to achieve those rights. Relevant federal laws are reviewed including Individuals with Disabilities Education Act requirements for impartial due process hearings, least restrictive environments, and allowance for assistive technology and transition services. Necessary preparations for a due process hearing are identified, along with tips and reminders regarding the individualized education program (IEP). Recommendations that parents might make to the school are identified concerning: classroom structure and planning; cognitive and visual motor difficulties that the child may exhibit; testing considerations; and problems associated with attention deficit hyperactivity disorder, including impulse control, listening and speaking, written math skills, behavior management, and obsessive compulsive symptoms. Included are a glossary, explanations of the roles of professionals who may work with the child, four agencies to contact for information, and brief annotations for four videotapes and five publications on TS. (SW)

ED 385 077 EC 304 110

noting the incidence of dyslexia and the large number of these children with phonological deficits which result in far less academic progress than experienced by other children with learning disabilities. A definition of phonological core deficits notes the major components of phonemic awareness, sound-symbol relations, and storage and retrieval of phonological information in memory. Several criteria for classification and identification of dyslexia and learning disability are summarized and popular assessment measures are listed. Ten suggested interventions are noted, such as teaching metacognitive strategies, providing direct instruction in language analysis and the alphabetic code, and using techniques that make phonemes more concrete. Also listed are some print resources for teachers, relevant associations, and electronic resources. (DB)

ED 385 096 EC 304 130

Luzader, Carolyn, Ed.
Inclusion.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Definitions; *Disabilities; *Educational Practices; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; National Organizations; National Surveys; Regular and Special Education Relationship; Research and Development; *Theory Practice Relationship
IDENTIFIERS- Individuals with Disabilities Education Act; Kentucky; Tennessee; Virginia; West Virginia

This special newsletter issue on inclusion of students with disabilities includes the following articles: "Inclusion: A Responsible Approach" (Harley A. Tomey, III); "Research Base Limited on Effects of Inclusion" (Thomas P. Lombardi); "Research Supports Inclusion for Physically Disabled--Vocational Ed Prevents Dropping Out"; "National Survey Identifies Inclusive Education Practices"; "What Does Federal Law Require?" (presents summaries of major legislative acts and judicial decisions); "Defining the Least Restrictive Environment"; "Working Forum Finds Sense of Community, Co-Teaching among Traits of Successful Inclusive Schools"; "Forum Suggests Ways, by Role Group, To Create More Inclusive Schools"; and "Policies and Position Statements on Inclusive Schools" (from major educational associations). The newsletter also contains statistical data on the number of children, ages 6 to 21, served under Part B of the Individuals with Disabilities Education Act, by disability, for the years 1991-92 through 1993-94 for the states of Kentucky, Tennessee, Virginia, and West Virginia. (DB)

ED 385 097 EC 304 131

McDonald, Thomas P.; And Others
Family Caregiving for Children with a Serious Emotional Disability. Phase One Technical Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- Sep 93
NOTE- 148p.

introduced at specific intervals when no patterns emerged. During week 6, the child was taken to the toilet at the times the child was likely to have to eliminate, and during week seven toileting times were spread further apart. Next, verbal prompts were faded and the child was praised for expressing the need to go to the toilet. A decrease in accidents resulted in no longer using the toileting charts. Sample charts are appended. (Contains 12 references.) (SW)

ED 385 114 EC 304 151

Adaptation of Instructional Materials for Use with Mainstreamed Students. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 85
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Recordings; Emotional Disturbances; High Schools; High School Students; *Instructional Materials; Learning Disabilities; *Mainstreaming; *Material Development; Media Adaptation; *Mild Disabilities; Mild Mental Retardation; Needs Assessment; *Secondary School Curriculum; Social Studies; Student Needs; Teaching Guides; *World History

This federally funded report describes the process of developing supplemental instructional materials to accompany a high school social studies text, in order to improve instruction of mainstreamed students with mild disabilities. In producing adapted materials for "Our Common Heritage: A World History," emphasis was placed on identifying the learning needs that are common to students who are mildly mentally retarded, learning disabled, and emotional disturbed. Information is presented on assessments that were undertaken of the needs/conditions necessary for the following parties: the publisher, the author, the targeted learners, and the teachers. Specific language and thinking skills needed by learners and the types of adaptations for each skill area are identified. Five field sites already using the textbook were selected to participate in needs assessment and formative evaluation of the materials. Information is provided on the resulting products: teacher guides, audiocassette tape lessons, an electronic gradebook to track student progress in meeting textbook objectives, and a world history database to assist in teaching. A guide to textbook adaptation is appended. (SW)

ED 385 115 EC 304 152

Schwartz, Terry; And Others
Extant Data Base Project. "Factors Related to Excellence in Special Education Using a Validated IEP System as an Outcome Measure." Final Report, 1986-88.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Sep 88
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Elementary Secondary Education; *Emotional Disturbances;

Indonesia, Kiribati, Laos, Thailand, and Vietnam); around 50% attend on government scholarship. Most believed they were learning current knowledge about language teaching methodology and ESL/English-as-a-Foreign-Language teaching resources. Most student teachers also felt they were learning much about the Australian Teachers of English as a Second Language program organization as well as related, available technology. Teaching concerns about returning to their home country centered around developing flexibility in teaching approaches, coping with large class sizes, and adapting learned skills to local content. Concerns were also mentioned about obtaining current sources of information, textbooks, and technology and financial resources in the home country. Actual comments from international students are included. Note is also made of the cultural differences these students encounter to pursue this education, and how they might be helped to cope with these albeit temporary changes in their lives. (Contains 12 references.) (NAV)

ED 385 135 FL 023 126

Ryan, Phyllis M.
Foreign Language Teachers' Perceptions of Culture and the Classroom: A Case Study.
PUB DATE- 20 Mar 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cultural Awareness; Cultural Exchange; *English (Second Language); Foreign Countries; Higher Education; *Language Teachers; *Political Influences; Surveys; *Teacher Attitudes; Teacher Education Programs
IDENTIFIERS- *Mexico

This paper reviews the overall impact of culture in teacher and language training and learning and presents results of a study with English-as-a-Foreign Language teachers, both Mexican and non-Mexican, in a large urban university in Mexico from 1991-1993. The teacher survey found that most teachers rely heavily on personal experiences to define culture; they had strong opinions on the importance of culture in foreign language instruction and how language and culture are inseparable. A second phase of the study followed 6 teachers throughout a semester during their interaction with students in order to gain insight into the cultural experiences mentioned in phase one, and to find out how they impacted the actual teaching classes. A distinction was found between classroom teacher and student verbal interaction on linguistic aspects as well as cultural aspects; a degree of relationship between teacher beliefs on culture and teacher behavior was found, although it varied in intensity and depth. The impact of politics on the sharing of cultural knowledge is reviewed, and case examples are detailed. (Contains 47 references.) (NAV)

ED 385 136 FL 023 128

Davis, Kathryn Anne
Language Planning in Multilingual Contexts: Policies, Communities, and Schools in Luxembourg.
PUB DATE- 94
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books

(Brown); "Vocational Education and Training Curriculum Policy" (Winning); "Skills, Self-Paced Learning and Work" (Davison, Smith); "Competency-Based Learning at Richmond College of TAFE (Technical and Further Education)" (Fahey); "From Concept to Practice" (Bryson, Edgar, McAleavy); and "Applications at the NAB (National Australia Bank)" (McKinnon, Cherry). Many papers contain substantial bibliographies. (MN)

ED 384 696 CE 067 740

Boud, David; Walker, David
Experience and Learning: Reflection at Work. EAE600 Adults Learning in the Workplace: Part A.
SPONS. AGENCY- Victorian Education Foundation.
PUB DATE- 91
NOTE- 114p.; Some type may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; *Adult Learning; Annotated Bibliographies; Educational Theories; *Education Work Relationship; *Experiential Learning; Foreign Countries; Industrial Training; Learning Strategies; *Learning Theories; *On the Job Training; Training Objectives
IDENTIFIERS- *Australia

This publication is part of the study materials for the distance education course, Adults Learning in the Workplace: Part A, in the Open Campus Program at Deakin University. The first part of the document examines the process of learning from experience within the context of on-the-job-training and learning in the workplace. The following topics are discussed: the learner and the learning milieu (personal foundation of experience, intent, and the learning milieu); the learning experience (the reflective process, noticing, and intervening); preparation for the experience (focus on the personal, the context, and learning strategies); and reflection after the experience (strategies for returning to the experience, attending to feelings, and reevaluating the experience). The bibliography contains 50 references. The following papers constitute approximately 60% of the document: "Theories of Action that Inhibit Individual Learning" (C. Argyris); "A Critical Theory of Adult Learning and Education" (J. Mezirow); "Learning in the Workplace: The Case for Reflectivity and Critical Reflectivity" (V. J. Marsick); and "Beyond the Anecdotal: Adult Learning and the Use of Experience" (R. Usher). Each paper contains references. Concluding the document is a 13-item annotated bibliography. (MN)

ED 384 697 CE 067 741

Watkins, Karen
Facilitating Learning in the Workplace. EEE700 Adults Learning: The Changing Workplace A.
SPONS. AGENCY- Victorian Education Foundation.
PUB DATE- 91
NOTE- 93p.; Type somewhat smeared on pages 37-48.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Development; Adult Education; *Adult Learning; Annotated Bibliographies; Educational Environment; *Educational Strategies; *Education Work Relationship; Foreign Countries;

Education and Training, Toronto.
PUB DATE- 93
NOTE- 57p.; Also available in French.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Canada Natives; Community Colleges; Disabilities; Economically Disadvantaged; Females; Foreign Countries; *Free Education; French; French Canadians; Minority Groups; Older Adults; *Program Effectiveness; School Community Relationship; Student Attitudes; Two Year Colleges
IDENTIFIERS- Ontario

Data were collected between July and November 1992 to identify ways in which the Ontario Basic Skills (OBS) and Formation de base de l'Ontario (FBO) programs had helped learners progress toward further training or employment. It also identified the partnerships and collaborative efforts within Conestoga College and beyond that added to the community as a whole and to the individual participant. Methodology included face-to-face interviews, phone calls, and questionnaires to past and present participants, college personnel, and community-based workers. The following recommendations were made: students should be tracked better after leaving to evaluate program effectiveness and modify it where necessary; the programs should continue to follow the methods of adult education; the college system should continue to recognize OBS and FBO as vital programs; there should be more communication among OBS and FBO programs; there should be more program modifications to meet needs of Native Peoples; colleges and program funders should identify groups and individuals not being served and develop strategies to close these gaps; and funding should be on a multiyear basis to ensure effective development and delivery of OBS and FBO programs. (Interview instruments, OBS Program funding to colleges, and background information are appended.) (YLB)

ED 384 715 CE 069 278

Turlington, Anita J.
Designing a Technical Advanced Placement Program. PACE "How To" Handbooks for Tech Prep.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 94
NOTE- 48p.; For related documents, see CE 069 279-281 and CE 069 453-458.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advanced Placement Programs; *Articulation (Education); Community Colleges; High Schools; Models; Postsecondary Education; Program Development; Records (Forms); *Technical Education; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Partnership for Academic and Career Education SC

This handbook, which is one in a series of handbooks designed to help tech prep practitioners replicate successful materials, projects, or programs that have been developed by Partnership for Academic and Career Education (PACE) consortium members, explains how to design a technical advanced placement program. Outlined first are the structure of the PACE consortium and the objectives and components of the PACE Technical Advanced Placement (TAP) program. Discussed next are the following

Evaluation (Individuals); Sex Differences; *Supervisory Methods
IDENTIFIERS- *Uganda

A descriptive study examined the relationship between supervisory techniques and organizational outcomes among supervisors in the agricultural extension service in eight districts in eastern Uganda. Self-rating and rater forms of the Multifactor Leadership Questionnaire were sent to 220 extension agents, 8 field supervisors, and 8 deputy field supervisors. Questionnaires were completed by 164 agents and all 8 district supervisors. A wide discrepancy appeared between the supervisors' and deputy supervisors' self-ratings and the extension agents' ratings of the supervisors' leadership. The supervisors tended to give themselves higher ratings than the extension agents gave them. The extension agents perceived their supervisors' use of transformational leadership as rudimentary. The supervisors used management by exception and laissez faire to a greater extent than they thought. Female supervisors excelled in the practice of transformational leadership, whereas male supervisors tended to be more transactional. The charismatic, intellectually stimulating, and inspiring leadership style gave rise to superior organizational outcomes. Among the 17 study recommendations were the following: Uganda's new and existing extension agents and supervisors should receive inservice training in leadership techniques; supervisors should be encouraged to hold frequent meetings with subordinates; and more regular internal transfers of supervisors should be encouraged. (MN)

ED 384 733 CE 069 347

Buck, Cheryl A.; Barrick, R. Kirby
Characteristics, Educational Preparation, and Membership in Professional Organizations of Agricultural Communicators. Summary of Research 82.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Educational Background; Higher Education; *Individual Characteristics; Journalism; Literature Reviews; *Off Farm Agricultural Occupations; *Participation; *Professional Associations; Public Relations; Secondary Education
IDENTIFIERS- *Communications Occupations

An exploratory study examined the characteristics and educational preparation of a random sample of 313 agricultural communicators chosen from 1,706 individuals listed as active members of one of the following agricultural communication professional organizations in 1992: American Agricultural Editors' Association, Agricultural Communicators in Education, Agricultural Relations Council, Cooperative Communicators Association, National Association of Agricultural Journalists, and National Association of Farm Broadcasters. Of the 313 individuals mailed survey instruments, 243 (78%) responded. According to the completed survey instruments, the typical agricultural communicator is a Caucasian male, approximately 45 years old, who grew up on a farm but now lives in an area with a population of 10,000 or greater. The average respondent earned $30,000 annually, his primary job responsibility was reporting, he used both agricultural subject matter and communication skills in his work, he was most likely to belong to Agricultural Communicators in Education, and his membership dues were most likely paid by his employer. The study

NOTE- 341p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Automation; Behavioral Objectives; Computer Assisted Manufacturing; *Educational Needs; Electronic Control; Employment Opportunities; Employment Potential; Employment Projections; *Employment Qualifications; Equipment Maintenance; Equipment Manufacturers; Equipment Utilization; Futures (of Society); Hydraulics; Job Analysis; *Job Skills; Labor Market; Machine Tool Operators; *Manufacturing Industry; Occupational Information; Production Technicians; Quality Control; Secondary Education; *Statewide Planning; Supervisor Qualifications; Task Analysis; *Trade and Industrial Education
IDENTIFIERS- *Oregon

This document, which is intended to assist developers of instructional programs in preparing Oregon students for employment in the manufacturing industry, discusses past and projected labor supply/demand in Oregon's manufacturing industry and identifies employment qualifications and job duties/tasks for manufacturing technology occupations. Fifty-six employability skills in areas such as identifying employment opportunities, seeking employment, demonstrating appropriate work behavior, maintaining a safe and healthy work environment, working with others, and adapting to change are listed. Presented next is a manufacturing technology duty/task inventory matrix listing 306 tasks in 29 categories, including the following: operating various manufacturing machinery and equipment; performing layouts; taking precision measurements; performing heat treatment operations; assembling and disassembling mechanisms; installing and removing machinery; maintaining electronic control systems, and hydraulic and pneumatic systems; installing and maintaining automated systems; programming and planning; performing quality control/quality assurance, communication, housekeeping/recordkeeping, and supervisory functions; and demonstrating industrial standards. Next, guide sheets are provided for each of the 306 duties/tasks. Each guide sheet includes the following: performance objective; list of tools/equipment used; and performance guide (list of the steps involved in performing the duty/task). (MN)

ED 384 752 CE 069 396

Hellman, Linda
Pima County Workplace Literacy Partnership. Final Report. May 1, 1993-April 30, 1995.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Apr 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Competence; Curriculum Development; Education Work Relationship; Labor Force Development; *Literacy Education; *On the Job Training; Outcomes of Education; *Program Effectiveness; Skill Development; Teaching Methods
IDENTIFIERS- *Workplace Literacy

The generic workplace curricula in this document were developed in a workplace education project conducted in Pima County,

Turlington, Anita J.
The "Tech Prep News." PACE "How To" Handbooks for Tech Prep.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 94
NOTE- 31p.; For related documents, see CE 069 278-281 and CE 069 453-458.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consortia; High Schools; *Material Development; *Newsletters; *News Writing; Postsecondary Education; *Technology Education; *Tech Prep; Two Year Colleges; Writing (Composition)
IDENTIFIERS- *Partnership for Academic and Career Education SC

This handbook, which is one in a series of handbooks designed to help tech prep practitioners replicate successful materials, projects, or programs that have been developed by Partnership for Academic and Career Education (PACE) consortium members, uses the PACE publication "Tech Prep News" to illustrate the process of developing a tech prep consortium newsletter. The introduction contains background information on the PACE consortium. Discussed next are the history of the "Tech Prep News" and its purpose, regular features, and style. Presented next are answers to the following questions about tech prep newsletters: why consortia should publish them, what they should include, who should receive them, how often they should be published, and the steps in the publication process. Concluding the handbook are tips for producing a successful tech prep newsletter (tips regarding style, balanced coverage, visual aspects, and consortium authors) and tips for new consortia initiating the process of publishing a newsletter. Appendixes constituting approximately 50% of this document include the December 1988 issue of the PACE newsletter and the Fall 1993 issue of the "Tech Prep News." (MN)

ED 384 772 CE 069 456

Clark, Elaine S.; Palmer, Harriet S.
Corporate Etiquette and Human Relations: Building Confidence and Competence for the Workplace...Supplemental Materials for Tech Prep Courses.
SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.
PUB DATE- 93
NOTE- 56p.; For related documents, see CE 069 278-281 and CE 069 453-458.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adjustment (to Environment); *Business Communication; Cross Cultural Training; Cultural Differences; High Schools; *Human Relations; *Interpersonal Competence; *Job Search Methods; Learning Activities; Learning Modules; Minicourses; Postsecondary Education; Self Esteem; *Tech Prep; Telephone Usage Instruction; Two Year Colleges; Vocational Adjustment; *Work Environment
IDENTIFIERS- *Etiquette

This guide contains six learning modules that together constitute a minicourse in corporate etiquette designed to give tech prep students the social skills and business etiquette skills needed to conduct a successful job search. The following topics are with Department of Labor (DOL) officials, analyzed national data on program participants, and visited six Job Corps centers to obtain information on costs, services, and outcomes achieved. A telephone survey of employers provided data on job retention and satisfaction with students. Findings indicated that the Job Corps was serving its intended population and providing intensive services in a residential setting, factors that accounted for the program's high cost. Nationally, a little over one-third of the 63,000 students completed their vocational training, although completers were 5 times more likely to get a training-related job that paid 25 percent higher wages. About 40 percent of funds at these sites was spent on students who did not complete vocational skills training. The employer survey showed general satisfaction with students' basic work habits and the specific technical training the program provided. The majority said they would hire them again. About 15 percent of job placements were potentially invalid. The cost effectiveness of Job Corps' long-standing practice of awarding sole source contracts to national contractors was questioned. The principal justification was the contractors' ability to place students nationwide. According to Job Corps data, nearly half of all job placements were found by the student, family, or friends. (Appendixes include scope and methodology, information about the employer survey, Job Corps centers by DOL region, national training contractors, and DOL comments.) Nine figures are included. (YLB)

ED 384 790   CE 069 479

Vocational Education. Changes at High School Level after Amendments to Perkins Act. Report to Congressional Committees.
PUB DATE- Jul 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Ancillary School Services; *Educational Change; Educational Legislation; Federal Aid; Federal Legislation; *High Schools; Program Improvement; *Special Needs Students; *Student Participation; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

A study compared student participation and program features in high school vocational education programs in school year 1993-94 (after enactment of Perkins amendments) with 1990-91 (before enactment). Questionnaires were mailed to a nationally representative sample of public secondary schools and their associated central district offices in two surveys, one for 1990-91 and another for 1993-94. Changes that had taken place among students from special populations and in vocational education programs were identified. Four school districts were visited. Findings indicated that removal of the set-aside requirement for students from special population groups did not inhibit their participation, limit the availability of services, or affect their postgraduation status. Participation in vocational education was virtually unchanged. Availability of support services increased for all students, including students from special populations. College attendance and employment were generally unchanged. Efforts to improve quality showed progress, but recommended approaches had yet to reach many classrooms. Schools and districts increased use of quality approaches, but relatively few students were served. School districts reported an increase in the use of various measures in their self-assessment process. (Appendixes include scope and methodology, supplementary tables, aggregated responses to following: staff biographies; schedule of activities and publicity dealing with EMS Buckle Bear; public service announcements; EMS Week schedule and publicity; posters; curriculum and publicity materials from the occupant protection and mock crash seminars; publicity dealing with the Wisconsin State Fair; safety belt use data; and data on impaired driving. (YLB)

ED 384 809 CE 069 530

Cesnich, J.; And Others
The Challenge of Change. National Printing Industry Training Council Training Plan.
PUB DATE- 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Change Strategies; Educational Certificates; *Educational Change; Entry Workers; Foreign Countries; *Futures (of Society); Inplant Programs; *Job Training; Postsecondary Education; *Printing; Publishing Industry; Secondary Education; Student Certification
IDENTIFIERS- Australia

Principally concerned with printing, publishing, and paper and paper products, the Australian printing industry is segmented into two sectors: general production and specialist (concerned with a variety of processes and products.) Current arrangements for entry-level training in the industry generally consist of off-the-job training usually provided by Technical and Further Education. Existing arrangements do not seem to be adequate to provide good entry-level training in the vocational and generic key competencies for the subsequent adaptability and career path development of the work force. The industry needs to place a greater emphasis on planning for its future, particularly in terms of making sure it has a pool of skilled workers on which it can draw during periods of economic upturns. One of the most significant factors shaping future industry trends is technological change. Given the rapid changes in technology, traditional approaches to training face some challenge. Recommendations for a printing industry training plan include the following: competency-based training, recruitment standards, flexible training pathways, training agreements, management training, access and equity, and national assessment, certification, and recognition systems. The issue of how entry-level training is to be funded will be affected by choice of delivery and assessment methods. The relatively concentrated off-the-job training arrangements may help the printing industry be among those leading the change process. (Appendixes include profiles of each industry sector, consultations and survey, National Printing Industry Training Council (NPITC) Carmichael Working Party, and Annual Student Contact Hours (ASCH) and course coding. Contains a 44-item bibliography.) (YLB)

ED 384 810 CE 069 531

Werner, Mark C.
The Development of Generic Competencies in Australia and New Zealand.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Information Analysis Products (071)
DESCRIPTORS- *Adult Education; Adult Educators; Constructivism (Learning); Cultural Pluralism; Curriculum Development; *Educational Environment; Educational Philosophy; Educational Practices; Educational Theories; *Feminism; *Multicultural Education; *Politics of Education; *Power Structure; Racial Differences; Sex Differences; Social Differences
IDENTIFIERS- *Feminist Pedagogy

The developing body of literature on multicultural concerns in adult education, on feminist theory, and on critical and feminist pedagogies provides insights for adult educators grappling with the complex issues surrounding the creation of inclusive learning environments. Educators must be aware of the politics of knowledge production and dissemination: what counts as knowledge, who is involved in its production, and their relative positions in the power structure are determinants of curricular and instructional decisions. They must also consider the effects of structural privilege and oppression in the learning environment. Studies of a variety of educational settings demonstrate how power dynamics based on the intersections of gender, race, and class determine whose ideas are valued, who speaks, and who remains silent in the adult classroom. The many kinds of feminism have developed numerous theories about power relations and social structures that inform feminist pedagogy. Recurring themes underlying feminist teaching strategies involve how knowledge is constructed, voice, authority, and dealing with difference. A synthesis of the psychologically oriented and liberatory models of feminist pedagogy yields insights for the creation of inclusive adult learning environments. Rather than prescribing approaches, these insights highlight issues and teaching practices that adult educators should consider in the quest to create democratic classrooms in which every voice can be heard. (SK)

ED 384 828 CE 069 589

Stammen, Ronald M.
Using Multimedia for Distance Learning in Adult, Career, and Vocational Education. Information Series No. 362.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Career Education; *Computer Mediated Communication; *Computer Networks; *Distance Education; Educational Technology; Educational Television; Hypermedia; Interactive Television; *Multimedia Instruction; *Telecommunications; Teleconferencing; Vocational Education

This paper explores how educators are using multimedia for distance learning, beginning with definitions of the concepts of multimedia, hypermedia, hypertext, distance education and distance learning. Three types of telecommunications technologies are described: multimedia with broadcast television, multimedia with interactive video (television), and computer-mediated communication networks. The educational opportunities opened up by the Internet and the emergence of the virtual classroom provide examples of the multiple options available for delivery of distance education. The paper examines some of the problems and issues raised by electronic influences and the technical, structural, and attitudinal

"Reflecting on Whole Language" (Shirley C. Raines); (2) "A First Grade Teacher Becomes a Whole Language Teacher" (Shirley C. Raines); (3) "Second and Third Grade Teachers Implement Whole Language in Their Classrooms" (Shirley C. Raines); (4) "Inside a Primary House: Whole Language in Alternatively Structured Classrooms" (Shirley C. Raines); (5) "Dance! Chant! Discuss! Write! Responses to Literature in the Primary Grades" (Linda Leonard Lamme); (6) "Whole Language in Play and the Expressive Arts" (Joan P. Isenberg); (7) "A Complete Whole: Social Studies and the Language Arts" (Carol Seefeldt); (8) "Whole Language and Primary Grades Mathematics and Science: Keeping in Step with National Standards" (Rosalind Charlesworth and Karen K. Lind); (9) "Whole Language Portfolios: Assessment and Evaluation to Inform Children, Parents, and Educators" (Gary and Maryann Manning); and (10) "Challenges for Whole Language Primary Teachers" (Shirley C. Raines). (RS)

ED 384 848   CS 012 196

Criscoe, Betty L., Ed.; Lanasa, Philip J., III, Ed.
Fairy Tales for Two Readers.
PUB DATE- 95
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Literature; Elementary Education; Fairy Tales; *Oral Reading; Readability; *Reading Aloud to Others; *Reading Improvement; Reading Skills; Remedial Reading
IDENTIFIERS- *Partner Reading

The 15 adapted fairy tales presented in this book were prepared for use in practicing oral reading by a parent and a child, a teacher and a child, or two children, one of whom reads slightly better than the other. The stories in the book are arranged in dialogue format for two readers. The high interest/low readability stories in the book are suitable for children who are past the stage of learning to read and who are secure enough in their word recognition ability to read to learn--grades 2-4 are recommended. The stories are also suited to older readers--remedial, corrective, or reluctant readers--who are having trouble phrasing, comprehending, and reading aloud fluently. The introductory section of the book discuses the background of the book, the intended audience, reading levels, tips for parents and teachers, values of oral reading, and the value of fairy tales. Fairy tales in the book are: "The Black Bull of Norroway"; "The Brave Little Tailor"; "Cap o' Rushes"; "Chicken Little"; "Clever Elsie"; "The Cunning Little Tailor"; "The Goose Girl"; "Kate Crackernuts"; "King Thrushbeard"; "Mother Holly"; "Mr. and Mrs. Vinegar"; "The Seven Ravens"; "The Six Servants"; "The Three Pigs"; and "The Turnip." Appendixes present a guide to the readability level of stories and a guide to oral reading, as well as a 14-item selected bibliography. (RS)

ED 384 849   CS 012 198

Swinton, Janet R.; Agopsowicz, William J.
Read and Respond: A Text/Anthology. Third Edition.
PUB DATE- 95
NOTE- 265p.
LANGUAGE- English

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jun 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Childrens Writing; Cooperation; *Ethnography; Individual Development; *Literacy; *Research Methodology; Writing Research; Young Children
IDENTIFIERS- *Emergent Literacy; *Researcher Role

This paper shows that constructing or writing a case study is a dialogic process, one that requires the researcher to define and redefine his or her research boundaries. The paper elaborates, first, on the process of constructing a case and, second, on the particular process of constructing cases of children learning written language. It highlights the use of interpretive methodologies, such as those of C. Geertz and F. Erickson, to construct cases; such methodologies probe how specific people, in specific social circumstances, interpret or make sense of their everyday interactions. The paper then offers examples of 3 cases written successively over a 15-year period. Collectively, these cases illustrate the methodological dynamics of case studies, the ways in which they may force an observer both to articulate conceptual boundaries and to go beyond them. Finally, in the concluding section, the paper considers the potential for case studies to cross distinctive professional boundaries, so that practitioners with mutual interests can be brought into a common conversation about the young. It also considers the limits imposed on that potential when studies become prescriptive or normative guides. (Contains 59 references and 5 figures.) (TB)

ED 384 870 CS 214 931

Contino, Paul J.
Engagements, Illuminations, and Connections: Writing Out of Religious Experience and Tradition.
PUB DATE- 23 Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Higher Education; Literary Criticism; Novels; *Religion; *Student Needs; *Teacher Attitudes; Thinking Skills; Traditionalism; Writing (Composition); *Writing Instruction
IDENTIFIERS- Academic Discourse; *Bakhtin (Mikhail); *Culler (Jonathan); Writing Contexts

For some, such as Jonathan Culler, religion is an enemy of the type of thinking the academics are trying to develop in their students. In an article in "MLA Profession '86," Culler bemoans what he sees as the dearth of religion foes among literary critics. He suggests that comparative literature teachers should lead "the critique of superstition." In a sense, Culler's position is irresponsible to his students, a disavowal of the dialogical imperative advised by Mikhail Bakhtin. Surely it is the responsibility of the writing teacher to assist the student in moving beyond a mindless reiteration of "authoritarian words," but for Culler, such authoritarian words professional-looking, attractive, and informative newspaper made all the students in the summer program very proud. The parents' excitement at seeing their children's contributions to the newspaper was obvious. (Contains 21 references and 2 tables of data. Appendixes present a daily computer lab schedule, software evaluation forms, student lesson results report, pretest/posttest instrument, a help sign, skill sheet inventories, and the newspaper.) (Author/RS)

ED 384 888 CS 214 952

Cummins, Marsha
Looking for Commonalities in Culturally and Linguistically Mixed Basic Writing Classes.
PUB DATE- Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; *Community Colleges; Cooperation; *Educationally Disadvantaged; Group Dynamics; Language Skills; *Remedial Programs; *Second Language Instruction; Two Year Colleges; Writing Difficulties; Writing Skills
IDENTIFIERS- *Basic Writers; City University of New York Bronx Community Coll; *Commonality

A multilingual basic writing course is an ideal laboratory for language learning for both second language students and native English speakers. This latter group at Bronx Community College (New York), which is located in a poor, minority urban community, are generally English-as-a-Second-Dialect (ESD) students. What one instructor tries to do is to focus on the commonalities among these groups and to provide group or collaborative opportunities. The commonalities among the two groups would include their age, the educational challenges, including their lapses in education and lack of writing experience, and a corresponding sense of low self-esteem. To make use of these commonalities, the instructor forms groups among the students, each group being composed of one native speaker and one second language speaker. The first activity is an interview, a writing and speaking activity through which students introduce each other to the class. In addition to making use of the commonalities, an instructor must be aware of the differences. He or she must keep in mind the immense difficulties facing the second language speaker, whose second language skills may be far from proficient by the time he or she enrolls in a basic writing course. Instructors should concentrate on global errors when reading student papers--errors that interfere with the conveyance of meaning--rather than small, grammatical errors, however exasperating they may be. (TB)

ED 384 889 CS 214 953

Davis, Margaret H.
Staging a Pre-Emptive Strike: Turning Student Evaluation of Faculty from Threat to Asset.
PUB DATE- Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).

hard work of revising existing social contexts. (TB)

ED 384 906   CS 214 973

Price, Marian W.
The Organic Literature Class: A Reader-Response Journal Approach.
PUB DATE- Nov 87
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Journal Writing; Literary Criticism; *Literature Appreciation; Personal Narratives; *Reader Response; *Self Expression; Student Writing Models; Teaching Methods; *Writing Exercises
IDENTIFIERS- Response to Literature

The reader-response journal has proven useful in the literature-based composition class; it is also useful in the literature survey at the sophomore or junior level of college. Survey courses have a standard protocol that students have come to expect. In these classes, the teacher is an expert who lectures on historical background, trends, and author's lives, and who explains the literature. The students take it all in and parrot it back from time to time on an exam. While not all the informational aspects of the survey lack redeeming value, what is too often neglected is the development of students' sense of their own critical powers. In the reader-response model, each student has a chance to articulate his or her response prior to class. During the class, the teacher's role is not to lecture but to encourage a free and fruitful exchange of ideas. Writing about literature in a personal way is a new experience for many students. But samples from journal entries show that a transformation is possible when students are asked to internalize the literature and reflect on its importance to them. (Contains two figures and a sample of the journal writing assignment.) (TB)

ED 384 907   CS 214 974

Brown, Stephen G.
Unwrapping Rap: A Literacy of Lived Experience.
PUB DATE- Mar 95
NOTE- 37p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Censorship; *Cultural Context; Freedom of Speech; Higher Education; Literacy; Moral Issues; Moral Values; *Music; *Popular Culture; Writing (Composition); *Writing Instruction
IDENTIFIERS- African Americans; Discourse Communities; Lyrics; *Rap Music

The adversarial forces of governmental censorship, freedom of expression, and capitalistic appropriation are engaged in an acrimonious debate over "Gangsta' Rap" that is being played out in the public spaces of popular culture. However, as a literacy and several strategies have been tried nationally and locally in New Mexico (the leader in drinking and driving fatalities in the United States) to reduce DWI recidivism. Legal interventions have only provided short-term deterrence to drinking and driving. The predominantly informal approach used by DWI schools appears to be ineffective in reducing DWI recidivism. (Includes 5 tables and 1 figure of data; contains 30 references. (PA)

ED 384 925   CS 508 966

Shelton, Michael W.
"Political Correctness--Reality or Myth in the Academic Workplace?"
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Conservatism; Higher Education; *Humanities; *Language Role; Liberalism; *Political Attitudes; Racial Bias; Sex Bias; Social Values; *Universities
IDENTIFIERS- Faculty Attitudes; Indoctrination; *Political Correctness; *Politically Correct Communication

Political correctness (PC) is often associated with attempts to place limits or boundaries on expressions of racist, sexist, or homophobic attitudes and feelings. PC is most often associated with such efforts on college and university campuses. Many critics of PC have attempted to suggest that these activities pose a great threat to American society. They suggest that PC is restrictive of opinion and free expression. The comments of Nat Hentoff are typical. He notes that "many white male students, faculty members and administrators are convinced that speech must have its limits if racism, sexism, and homophobia are to be extirpated in and out of the classroom." It would be naive, however, to assume that anti-PC criticism is a by-product of objective investigation. Much of the anti-PC rhetoric is a direct result of highly organized and well-funded campaigns by conservative elements. Further, virtually all of the evidence against PC consists of collections of anecdotes. There is no hard, quantitative data to prove the extent or impact of a PC "movement." Also, the sheer quantity of faculty engaged in higher education in this country suggests that political viewpoints are far more diverse than a PC norm. An objective examination of the status of PC on American campuses casts much doubt on the positions advanced by critics--it seems unlikely that there is much, if any, organized effort to program students with PC ideas. (Contains 60 footnotes.) (TB)

ED 384 926   CS 508 968

Ekachai, Daradirek
Incorporating Multicultural Perspectives in the Basic Interpersonal Communication Course: Experiential Activities Approach.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Central States Communication Association (62nd, Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English

(1) a professor could collect material and have it published; or (2) a professor could write his or her own text entirely and have it published. Another option is publishing on CD-ROM, but to date, what few CD-ROM disks appear or are in the works are supplementary to the printed text; whole textbooks have yet to appear on disc alone. One of the forces behind the new proliferation of textbook options is the desire of the educator to choose the best text for his or her class. Another force behind this new proliferation is economic: publishers are motivated to sell their texts, while professors and school administrators are attempting to profit through custom publishing. (Contains 12 references.) (TB)

ED 384 943 CS 508 986

Mercadante, Richard A., Jr.
Formal Debate as a Pedagogical Tool in the College Classroom.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the National Seminar on Successful College Teaching (Orlando, FL, March 6-9, 1988).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Classroom Techniques; Critical Thinking; *Debate; *Debate Format; Higher Education; Student Evaluation; Student Motivation; *Undergraduate Students
IDENTIFIERS- Cross Examination Debate Association; National Debate Tournament

By understanding the values and goals of debate, the applicability of debate to all disciplines, the logistics of setting up a debate and the judging and grading procedures, college instructors in all disciplines can use debate to stimulate student interest and increase conceptual skills. Debate functions to develop skills in critical thinking, analyzing, synthesizing, and impromptu speaking. Though both types of debate are useful, Cross Examination Debate Association (CEDA) debate is more easily and appropriately adaptable to the college classroom than National Debate Tournament (NDT) debate with its stress on policies. Six major areas of concern arise in preparing students for formal debate: the topic and resolution, research, developing affirmative and negative cases, the general format of the debate, cross examination, and rebuttals. By using active listening skills, developing a flow chart of the arguments presented in debate and casting votes for one of the teams, the audience becomes an integral part of the classroom activity. Some of the factors considered in grading include the amount of time and effort students seem to have put into the debate, overall use of good reasoning and critical thinking skills as applied to the subject matter, and the sincerity and effort put into the debate. (Contains eight references. Appendixes discuss structure of the debate, judging criteria, and grading criteria, and contain a sample flow chart.)

ED 384 944 CS 508 987

Bello, Richard
Public Speaking Apprehension and Gender as Predictors of Speech Competence.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern

school reform. Three groups at each of the 11 program sites completed surveys: the site coordinators, program graduates in each site, and teachers or "colleagues" currently working with the program graduates. Overall response rates were 44 percent for graduates and 30 percent for teacher-colleagues. The two survey instruments included: (1) The Principal Preparation Programs Survey (PPPS), which assessed leaders' perceptions of the value of the preparation program; and (2) The Survey of Leadership Practices (SLP), which asked program graduates' colleagues about the effectiveness of their principals' leadership. Findings indicate that formal school-leadership preparation makes a significant difference in leadership effectiveness and that good theory is of considerable value to school leaders. Regarding the forms of instruction used in the program, the graduates assigned highest ratings to participation in seminars, reflection, and problems-based learning. Colleagues generally perceived program graduates as demonstrating effective leadership. While there was very little variation in respondents' ratings of program characteristics, these small amounts of variation had important consequences for leader effectiveness. Finally, effective leadership programs provide authentic experiences, stimulate the development of "situated cognition," and foster real-life problem-solving skills. Contains 17 references. (LMI)

ED 384 964 EA 026 854

Fenwick, Tara J.
New Lenses for Viewing Educational Policy: Insights through Imaginative Literature.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Ideology; Imagination; *Literature; *Novels; *Policy Analysis; *Policy Formation; Thematic Approach
IDENTIFIERS- *Conceptual Frameworks

This paper calls for an alternative view of educational policy, a departure from the macroperspective currently dominating policy analysis. The latter perspective tends to focus on policy development and implementation issues of politics and control, compliance and measurement, and relationship structures and influences among groups and actors. Shifting to a microperspective can help conceptualize the meaning of policy while focusing on the individual educators who must change through the policy-enactment process. A microperspective examines individuals' ideologies of thought, motives to act, and limitations to change with respect to "personal" and social policy. Imaginative literature offers a way to break free from policy-analysis frameworks that tend to reinforce current patterns of top-down policy-making. Kazuo Ishiguro's novel "The Remains of the Day" illustrates the potential of literature for suggesting new ways of thinking about educational policy. This novel contains themes that parallel educational policy-realization, even though the story is well removed in context, time, and space from the educational system. Contains 25 references. (Author/MLH)

ED 384 965 EA 026 855

Ashby, Dianne; and Others
Site-Based Management: Using Data for Decision Making.

public school teachers use private schools more than white teachers (almost 13% compared to 12%). Finally, in the largest urban areas, public school teachers were more likely than the population at large to enroll their children in private school. Forty-seven tables are included. (LMI)

ED 384 983 EA 026 878

Brydges, Bruce
A Method To Ensure Heterogeneous Mixing of Grade 9 Classes.
PUB DATE- 93
NOTE- 62p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Classroom Desegregation; Database Management Systems; Foreign Countries; Grade 9; *Grouping (Instructional Purposes); *Heterogeneous Grouping; Mainstreaming; Management Information Systems; *Nongraded Instructional Grouping; Secondary Education; *Student Placement
IDENTIFIERS- *Ontario

This paper presents outcomes of a practicum that was designed to address a need that was created when the Ministry of Education in Ontario, Canada, mandated that all grade 9 classes be "destreamed." A review of educational literature found no methods for ensuring that classes are truly heterogeneously mixed. The practicum was designed to gather data on each student entering grade 9 in order to ensure that classes were mixed according to the following variables: academic ability, gender, special-education identification, and feeder school of origin. Using a holistic scoring rubric, mean scores and standard deviations were developed to guide the placement of students in a timetable designed to support heterogeneously mixed student cohorts. The plan was implemented in a large, modern, rural, composite secondary school in Ontario (Canada). Findings demonstrated that heterogenous mixing could be achieved for core classes; however, students tended to stream themselves through the choice of optional subjects. Four tables are included. Appendices contain the holistic rating scale, the grade 9 student timetable, and a sample database setup for Lotus 1-2-3. Contains 34 references. (Author/LMI)

ED 384 984 EA 026 879

Ertle, Vicki, Ed.
Sharing Your Success V: Summaries of Successful Programs and Strategies Supporting Drug-Free Schools and Communities. Volume V.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 169p.; For the previous volumes in the series, see ED 337 858, ED 349 700, ED 366 853, and ED 376 556.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - General (130)
DESCRIPTORS- *Community Programs; *Drug Abuse; Elementary Secondary Education; *Family School Relationship; High Risk Students; Partnerships in Education; *Prevention; Social Responsibility; Social Services; *Substance Abuse; Youth Programs

This fifth annual publication contains descriptions of exemplary prevention and intervention efforts in nine states and Pacific

ED 385 002   EA 026 905

Student, Teacher, and School Performance 1995. Tenth Annual Report Submitted to the Governor and the General Assembly of the State of Tennessee.
PUB DATE- Feb 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Dropout Rate; *Educational Objectives; Elementary Secondary Education; Outcomes of Education; *Performance; Professional Development; *State Norms; *State Standards; Student Evaluation; Student Promotion; Test Norms
IDENTIFIERS- *Tennessee

This report describes the performance goals established for Tennessee school systems in accordance with the Education Improvement Act (EIA) adopted in 1992. The report also describes the initiatives undertaken to assist school systems in achieving those goals. Prepared by the State Board of Education and the Commissioner of Education, this report for 1993-94 also summarizes the results of various measures of student, teacher, and school performance. The state's four performance goals target academic gain, student promotion, dropout reduction, and attendance. In general, performance results showed steady improvement over prior years. Some of the outcomes include: (1) state scores on the Tennessee Comprehensive Assessment Program (TCAP) for students in grades 2-8 and 10 were above the median national percentiles on 98 percent of the subtests in reading, language, math, science, and social studies; (2) cumulative gains for Tennessee students were above national gains in reading and language, but below national gains in math, science, and social studies; (3) attendance rates in 1993-94 in grades K-6 was 95.02%, exceeding the 95% goal for the year 2000; for grades 7-12 the 1993-94 attendance rate was 0.2% higher than 1992-93; (4) the promotion rate for grades K-8 improved, while the dropout rate declined; (5) participation in the Advanced Placement program increased; (6) average Tennessee composite ACT scores were very slightly lower (20.2) than the national average (20.8); (7) average Tennessee Scholastic Aptitude Test (SAT) scores continued to exceed national averages; (8) teacher education reform was initiated in colleges and universities; and (9) 95 percent of eligible teachers participated in the Career Ladder program. Fourteen tables are included. Appendices contain statistical data, a summary of student attitudes toward school, and a list of waivers and permits by area (1987, 1990-94). (LMI)

ED 385 003   EA 026 907

Fouts, Jeffrey T.
Schools within a School: Evaluation Results of Year Two of a Restructuring Effort.
PUB DATE- Jul 95
NOTE- 40p.; For the report on the first year, see ED 370 195.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; Nontraditional Education; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Program Implementation; *School Restructuring
IDENTIFIERS- *Schools Within a School

Constructivism on Deductive Reasoning" (Bonnie Grossen et al.); "Argumentative Writing: Making Something Complex Accessible" (David Landsom); and "Understanding Student Understanding" (Dewayne E. Joehnk and Gerald Tindal). (Individual papers contain references.) (DB)

ED 385 019 EC 304 047

Bateman, Barbara D.; Chard, David J.
Identifying Students Who Have Learning Disabilities.
PUB DATE- Feb 95
NOTE- 10p.; In: The Oregon Conference Monograph 1995. Volume 7; see EC 304 046.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); *Decision Making; *Disability Identification; Educational Diagnosis; Educational Legislation; Elementary Secondary Education; Eligibility; *Evaluation Methods; Federal Legislation; *Interdisciplinary Approach; *Learning Disabilities; Student Evaluation; Teamwork
IDENTIFIERS- *Discrepancy Formulas; *Multidisciplinary Teams

This paper opposes the use of discrepancy formulas to identify students with learning disabilities (LD) and stresses the importance of clinical judgment by members of the multidisciplinary evaluation team (MDT). It presents the LD identification procedures required by the Individuals with Disabilities Education Act, examines why formulas are not appropriate for determining a severe discrepancy, and recommends a method of LD identification that is both professionally sound and legally complaint. It begins with a discussion of H. R. Myklebust's 1968 formula to determine "expectancy age." Next it cites legislation and regulations concerning the definition of learning disability and the three-fold determination requirement placed upon the MDT to determine that: (1) a severe discrepancy exists between ability and achievement; (2) the discrepancy is not primarily due to factors other than LD; and (3) the student needs special education. The inappropriateness of the use of discrepancy formulas is supported by citations from the U.S. Office of Education opposing the use of a formula as the sole determiner of eligibility. The paper addresses reasons for the continued use and abuse of formulas and critiques a 1994 proposed formula by R. H. Good which identifies the lowest performing six percent of students, compared to their age and grade peers, to have a severe discrepancy. The paper concludes by emphasizing the importance of the professional qualifications and judgment of MDT team members. Contains seven references. (DB)

ED 385 020 EC 304 048

Templeton, Rosalyn A.
ADHD: A Teachers' Guide.
PUB DATE- Feb 95
NOTE- 11p.; In: The Oregon Conference Monograph 1995. Volume 7; see EC 304 046.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Strategies; Compliance (Legal); *Disabilities; *Educational Improvement; Elementary Secondary Education; *Individualized Education Programs; Legal Responsibility; Parent Participation; Regular and Special Education Relationship; Student Needs

Major issues concerning the Individualized Education Program (IEP) are reviewed and modifications are proposed. The history of the IEP and current legal requirements for developing IEPs are considered. Current issues with the IEP include the cost of development, the lack of parent involvement in IEP development, and the use of the IEP for accountability. The perceptions of three local special education administrators concerning the IEP and their recommendations for change are summarized. The administrators provided views on the following: problems with IEPs as they have been developed and used, ways to better use IEPs for accountability, ways to achieve accountability for results, the content and format of IEPs, aligning IEPs with general education, and increasing parental involvement. The administrators suggest that IEPs be restructured to become more functional for instruction and to reduce the emphasis on technical legal compliance. The IEP should also promote collaboration among teachers across the total school and better outcomes for students with disabilities. Appended is a list of 11 informational items that Public Law 94-142 requires in IEPs, a sample IEP form from Vermont, and a brief commentary on schoolwide IEPs by Edward Lee Vargas. (Contains 16 references.) (SW)

ED 385 039 EC 304 072

Finlay, Gwathmey H.; Sorenson, Amy L.
What Educators Need To Know about Having Students with Fetal Alcohol Syndrome and Fetal Alcohol Effects in the Classroom: Issues, Identification, Intervention & Instructional Strategies.
PUB DATE- May 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disability Identification; Educational Strategies; Elementary Education; Elementary School Teachers; *Fetal Alcohol Syndrome; *Information Needs; *Intervention; Knowledge Base for Teaching; Needs Assessment; *Student Needs

The information needs of regular elementary teachers concerning the special needs of students who have Fetal Alcohol Syndrome (FAS) and Fetal Alcohol Effects (FAE) were assessed. A literature review covers means of identification of these disorders, intervention, effective instructional strategies, and issues involved with FAS and FAE. Observations were undertaken with a first grade teacher and a child who is alcohol-affected but not yet identified as having FAS/FAE. An informal interview was also conducted with a special education teacher who was helping the first grade teacher in having the child tested to receive special services. Additionally, a questionnaire was completed by nine teachers in the same elementary school regarding the extent of teacher knowledge concerning FAS/FAE as well as information needs. It was concluded that alcohol-affected children have learning disabilities, poor social skills, and disruptive behavior. Forty-four percent of the teachers had a student suspected of having either FAS or FAE, and 11 percent had a student who had been identified. Appendices include an observation form, a questionnaire, interview questions, and a handout for educators on FAS and FAE. (Contains 22 references.) (SW)

(Contains 22 references.) (DB)

ED 385 057 EC 304 090

Elliott, Judy L.; And Others
A Perspective on Education and Assessment in Other Nations: Where Are Students with Disabilities? Synthesis Report 19.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Comparative Education; Decision Making; *Disabilities; *Educational Assessment; Educational Practices; Elementary Secondary Education; Foreign Countries; International Studies; *Outcomes of Education; Sampling; Special Education; *Student Evaluation; Student Participation; Student Placement
IDENTIFIERS- Computers in Education (IEA); International Assessment of Educational Progress; International Educational Indicators; *International Surveys; Reading Literacy Survey; Third International Mathematics and Science Study

This report reviews five major international comparative studies on educational practices, assessment systems, and educational outcomes for students with disabilities. The five studies reviewed are: (1) the Reading Literacy Survey conducted by the International Association for the Evaluation of Educational Achievement (IEA); (2) the International Assessment of Educational Progress of the Educational Testing Service; (3) the Third International Mathematics and Science Study; (4) the International Education Indicators Project of the Organization for Economic Co-Operation and Development; and (5) the Computers in Education Study to be conducted by the IEA. The report notes differences in sampling procedures and the extent to which students with disabilities participate in the assessments. The report also reviews the educational and assessment systems of 14 countries, focusing on the participation of students with disabilities. Educational assessment systems in the following countries are described: Argentina, Australia, Canada, Chile, China, England and Wales, France, Japan, Korea, the Netherlands, Nigeria, Sweden, Tunisia, and the United States. Each country description includes information on the general education system, including age of entry and duration of schooling, educational policies and procedures for students with disabilities, how decisions are made about placements, assessment practices, and the reporting of assessment results. (Contains 86 references.) (DB)

ED 385 058 EC 304 091

Thurlow, Martha L.; And Others
A Compilation of States' Guidelines for Accommodations in Assessments for Students with Disabilities. Synthesis Report 18.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 95
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Educational Assessment; *Educational Policy; Elementary Secondary Education; Evaluation Methods;

Bruun, Ruth Dowling; And Others
Problem Behaviors & Tourette Syndrome. Revised.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Deficit Disorders; Behavior Change; *Behavior Problems; Child Behavior; Elementary Secondary Education; Hyperactivity; Intervention; *Neurological Impairments; Parent Child Relationship
IDENTIFIERS- *Behavior Management; Obsessive Compulsive Behavior; *Tourette Syndrome

This pamphlet discusses behavioral problems which are sometimes associated with Tourette Syndrome (TS), along with suggestions for parents to help manage these behaviors. Consideration is given to the following problems: obsessive-compulsive symptoms; attention deficit hyperactivity disorder; aggressive and explosive behaviors; self-injurious behaviors; inappropriate sexual behaviors; sleep disorders; mood disorders, phobias, and other anxieties; and learning disorders. General principles for behavioral management are addressed, including consistency, rules, consequences, rewards, ignoring, and punishment. Suggestions are offered for dealing specifically with poor impulse control; defiant, angry, and aggressive behaviors; problems of attention and overactivity; and obsessive, compulsive, and ritualistic behaviors. It is suggested that parents work with a mental health professional who can individualize a plan for managing their child's particular problems. Included are brief annotations for five videotapes and three publications on TS. (SW)

ED 385 078 EC 304 111

Fisher-Collins, Ramona
Discipline and the TS Child: A Guide for Parents and Teachers of Children with Tourette Syndrome.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Behavior Modification; *Behavior Problems; *Discipline; Elementary Secondary Education; *Neurological Impairments; Parent Role; *Self Control; Teacher Role
IDENTIFIERS- *Tourette Syndrome

This parent and teacher guide considers discipline for children with Tourette Syndrome (TS) who have difficulty with behavioral compliance. Discipline is defined primarily as "training to act in accordance with rules," and is not punishment but involves teaching self-control and observance of societal expectations. Controversy and misconceptions about discipline are noted. Consideration is given to redirecting the child from undesirable behaviors which can occur with TS, such as the urge to spit or touch or grab other people's personal body parts. Ways to redirect the child from obsessive thought repetition

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Rearing; Children; Coping; Demography; Elementary Education; Elementary School Students; *Emotional Disturbances; *Family Environment; Family Involvement; Family Problems; Family Relationship; *Models; *Parent Attitudes; Preschool Children; Preschool Education; Severe Disabilities; Severity (of Disability); Social Support Groups; Stress Variables
IDENTIFIERS- North Carolina

A survey of 258 North Carolina families with children (ages 3 to 12) having emotional disturbances focused on: (1) the wide range of characteristics of the child, family, and community; (2) characteristics that families bring to their situation as well as characteristics that can be changed by experience and the use of resources and services; and (3) a model permitting the testing of specific, causal links between variables. Following an overview, discussion of conceptual and methodological issues involved in defining the study population, and a brief literature review leading to the formation of the family caregiving model which served as the study's basis are described. The model identifies three major stages in the family caregiving process: antecedents, mediators, and outcomes. Study findings are reported in the following categories: demographic characteristics, severity of the child's disability, perception of the child's positive contribution to the family, coping patterns, relative and social supports, use of formal supports, and caregiver stress. Appended are the descriptive statistics for item and scale scores and the data collection questionnaire that was used. (Contains 55 references.) (DB)

ED 385 098 EC 304 132

Kelker, Katharin A.
Taking Charge: A Handbook for Parents Whose Children Have Emotional Disorders. 3rd Edition.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- Sep 94
NOTE- 119p.; For first edition, see ED 293 287; for second edition, see ED 304 801
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Patterns; *Child Rearing; Clinical Diagnosis; Coping; Court Litigation; Decision Making; Definitions; Disability Identification; Educational Legislation; Elementary Secondary Education; *Emotional Adjustment; *Emotional Disturbances; Emotional Response; Etiology; *Intervention; Models; Parent Attitudes; *Parent Rights; Social Services; Specialists; *Symptoms (Individual Disorders); Therapy

This handbook was written to share the feelings, experiences, and knowledge of parents of children with emotional disorders. The first chapter, "Feelings Come First," considers recognition of

Excellence in Education; Individualized Education Programs; *Learning Disabilities; *Mental Retardation; *Outcomes of Education; *Performance Factors; Program Effectiveness; Student Placement

This federally funded project analyzed data from a computerized individualized education plan (IEP) system, to examine factors relating to excellence in special education, with the goal of improving student assessment, evaluation, and outcomes in special education. This final report focuses on three research questions. The first question is whether youngsters with similar characteristics and disabilities placed in different special education settings differ in achievement. Information was collected on the percentage of IEP objectives completed in reading, mathematics, and behavioral areas as well as scores on standardized achievement tests and a behavior scale. The second research question concerns factors contributing to the type of student placement in special education, including student, school, and family variables, and achievement factors. The third research question concerns factors that contribute to and predict academic achievement in special education programs. Findings for each research question are presented for four exceptionalities: emotional disturbance, learning disability, educable mental retardation, and trainable mental retardation. Overall, the best predictors of achievement on standardized reading and mathematics tests were age and IQ. None of the considered variables strongly predicted scores on a standardized behavior assessment or IEP completion of reading, mathematics, or social-emotional objectives. (Contains 34 references.) (SW)

ED 385 116 EC 304 156

The Development and Validation of a Special Education Intelligent Administration Support Program. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classification; Computer Oriented Programs; Decision Making; *Educational Diagnosis; Elementary Education; *Expert Systems; Individualized Education Programs; Inservice Teacher Education; *Learning Disabilities; *Management Information Systems; *Mental Retardation; Program Administration; Program Implementation; Special Education; *Student Placement; Teamwork

This project studied the effects of implementing a computerized management information system developed for special education administrators. The Intelligent Administration Support Program (IASP), an expert system and database program, assisted in information acquisition and analysis pertaining to the district's quality of decisions and procedures in the process of student classification, placement, and the individual education plan (IEP). Output from the IASP was also used to support and monitor staff development activities. Assessment of baseline data from special education files of students who had been classified as learning disabled or intellectually handicapped revealed that existing school district interventions to reduce errors in student classification, placement, and the IEP process had been ineffective. A mentor team approach was established in four elementary schools using specially trained teachers to advise special education teachers

(010)
DESCRIPTORS- Case Studies; Diachronic Linguistics; *Economic Change; Elementary Secondary Education; Financial Problems; Foreign Countries; Interpersonal Communication; *Language Planning; Language Research; *Language Role; *Multilingualism; Political Influences; *Public Policy; Second Language Instruction; *Second Languages; Social Class; Social Influences
IDENTIFIERS- *Luxembourg

A study investigated the factors that affect language choices and uses within Luxembourg, a multilingual country. Patterns of language use within and across communities are viewed in terms of the interrelationships among language policy intent, implementation, and experience. The study involved classroom observation in elementary, secondary, and postsecondary schools, interviews with teachers and school administrators, and case studies of working, middle, and upper class families. The resulting report is presented in seven sections. The first examines Luxembourg's financial crisis of 1975 and the social change that followed, including changes in language and education policy and planning for the multilingual population. The second section looks at the interrelationships of political, socioeconomic, and language development in this context. Sections 3 and 4 focus on how language use affects social interaction and schooling. Three family profiles are presented in the next two sections, each representing language use and language attitudes in a different socioeconomic class. Finally, language policy and planning issues in Luxembourg are discussed. Questionnaires used in the study (general language use, student language, interview protocols) are appended. Contains eight pages of references. (MSE)

ED 385 137 FL 023 129

Deuchar, Margaret; Quay, Suzanne
Language Choice and Code-Switching in a Young Bilingual Child.
PUB DATE- Mar 95
NOTE- 18p.; Paper presented at the Annual Sociolinguistics Symposium (10th, Lancaster, England, United Kingdom, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Case Studies; *Child Language; *Code Switching (Language); Foreign Countries; Language Acquisition; Language Dominance; Language Processing; Oral Language; Spanish; Syntax

This paper addresses bilingual children's speech in relation to data from a case study of a child in Wales acquiring English and Spanish between the ages of 1 and 3 years to establish how language choice and code-switching can be recognized in young children. Data is reviewed from the one-word stage, the early two-word combination, and the multi-word combination stages. It is suggested that contextually appropriate language choice is possible at the one-word stage, that choices between content and function involve more content than function in the two-word stage, and that mixed language utterances in the multi-word stage may represent adult-like examples of code-switching. Overall, it is strongly recommended that a child's linguistic repertoire must be considered at all three stages to determine final language choice. It is concluded that both language choice and code-switching are dependent on a developing bilingual's linguistic resources; language choice cannot take place until there is equivalence between lexical items and

*Industrial Training; *Labor Force Development; Models
IDENTIFIERS- *Australia; *Facilitators (Personnel Development); Facilitator Styles

This publication is part of the study materials for the distance education course, Adults Learning: The Changing Workplace A, in the Open Campus Program at Deakin University. The first part of the document examines the roles, skills, and methods used by facilitators of workplace learning in light of a social action view of learning. The following topics are discussed: the nature of learning (the sociological and other perspectives); learning in the workplace and a new model for learning in the workplace: learning in and out of school); human resource development (the changing workplace context, current status of human resource development in the workplace, and human capital theory); and strategies for facilitating learning in the workplace (facilitation methods, facilitator skills, interpersonal helping skills, action science, and steps in the action science process). The bibliography contains 45 references. The following papers constitute approximately 60% of the document: "Learning in the Workplace: The Case for Reflectivity and Critical Reflectivity" (V. J. Marsick); "Human Resource Developers: Producing Unintended Consequences" (K. Watkins); "A Critical Definition of Adult Education" (S. D. Brookfield); and "The Facilitator's Role in Adult Learning" (S. D. Brookfield). Concluding the document is a nine-item annotated bibliography. (MN)

ED 384 698 CE 067 742

Issues in Work-Related Education. EAE605 Human Resource Development.
PUB DATE- 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Adult Education; Employed Women; Females; Foreign Countries; Global Approach; *Industrial Education; *International Trade; *Job Training; Labor Force Development; *Personnel Management; *Vocational Education; *Womens Education
IDENTIFIERS- Australia; Japan

This publication is part of the study materials for the one-semester distance education unit, Human Resource Development, in the Open Campus Program at Deakin University (Australia). It contains three essays that explore the approaches to learning currently modeled within industry. "Training for Women" (Kathy MacDermott) presents the rhetoric, ideology, and institutions of industry training in terms of the way in which they position women in the work force. Having considered where patterns are forming and what shape those patterns appear to be taking, the paper looks at possible strategic responses at the level of general practice and at a workplace-specific level. "Japanese and American Management Models: New Paradigms in Worker Control" (Suzanne Simon) looks at the impact that acceptance of the ideology of global economy is having on work relations in Australia, particularly through the importation of Japanese and American management paradigms, in particular total quality management and its variations. "'It's a Job': Learning in a Public Service Office" (Steve Wright) presents some initial responses to a small ethnographic study of a government office. It focuses on what work-related learning means to office and factory workers and what they learn in the workplace and the topics: the need for articulation in tech prep programs, obstacles/controversies regarding articulation, participants in articulation programs, the granting and use of articulated credit, elements of articulation agreements between high schools and community colleges, articulation of traditional academic courses, and benefits of using the term "technical advanced placement" instead of "articulation." A model for 2 2 2 articulation is presented, and various aspects of 2 2 2 articulation models are considered, including their relationship to tech prep initiatives, benefits to students, chief obstacles, and main components. Tips for designing successful high school-community college articulation programs are provided. Appendixes constituting approximately 50% of this document include the following: sample PACE articulation agreement, excerpts from the PACE student and faculty/staff TAP handbooks, sample transcript with TAP credit, and 2 2 2 model. (MN)

ED 384 716   CE 069 279

Turlington, Anita J.
Integrating the Curriculum. PACE "How To" Handbooks for Tech Prep.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 94
NOTE- 47p.; For related documents, see CE 069 278-281 and CE 069 453-458.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; *Curriculum Development; *Fused Curriculum; High Schools; *Integrated Curriculum; Learning Activities; Lesson Plans; Models; Newsletters; Postsecondary Education; Records (Forms); Staff Development; *Technology Education; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Partnership for Academic and Career Education SC

This handbook, which is one in a series of handbooks designed to help tech prep practitioners replicate successful materials, projects, or programs that have been developed by Partnership for Academic and Career Education (PACE) consortium members, explains the process of integrating a tech prep curriculum. The introduction briefly describes the structure of the PACE consortium. Discussed next the nature and objectives of curriculum integration, benefits of curriculum integration to students and teachers, and the link between curriculum integration and tech prep. The various models and types/levels of curriculum integration are outlined, and three model projects/programs in curriculum integration from the PACE consortium are discussed as possible integration models. Concluding the handbook are general guidelines for developing curriculum integration activities. Appendixes constituting approximately 50% of this document include the following: sample integrated lesson plan form, section from "Partners in Progress," a PACE staff development activity to train occupational and academic faculty to integrate their curricula, and a newsletter from one of the three model PACE curriculum integration projects. (MN)

ED 384 717   CE 069 280

Walter, Diana M.
Integrating Work-Based Learning into Comprehensive Tech Prep

established that current agricultural communicators have very diverse backgrounds, educational experiences, and job descriptions. A continuing lack of consensus about the qualities that yield the best agricultural communicator was also apparent. (Contains 27 references.) (MN)

ED 384 734 CE 069 348

Peasley, Donald D.; McCaslin, N. L.
Ratings of Quality Indicators for Secondary Vocational Education Programs by Educational Policy Makers. Summary of Research 83.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Educational Quality; *Evaluation Criteria; National Surveys; Questionnaires; Secondary Education; Vocational Directors; *Vocational Education
IDENTIFIERS- *Policymakers; *Quality Indicators

A sample of 308 educational policymakers (state legislators, state directors of vocational education, local vocational administrators, and directors of state councils of vocational education) was asked to rate the relative importance of 38 quality indicators for secondary vocational education. Usable data were obtained from 207 (67%) of the surveys. Of the 10 indicators ranked most important, 3 measured student achievement and learning, 3 measured labor market outcomes, 2 measured student attendance and retention, and the remaining 2 measured student educational advancement and employer satisfaction. Of the 10 indicators ranked most feasible, 3 were measures of student achievement and learning, 3 were measures of labor market outcomes, 2 were measures of student attendance and retention, and 2 were measures of student educational advancement and employer satisfaction. Seventeen indicators were identified as having both relatively high importance and feasibility ratings. High levels of agreement were found among respondent groups as to the importance of the individual quality indicators. An exploratory factor analysis revealed that the respondents considered the following factors most important: employer satisfaction, economic and social benefits, employment rates, cognitive achievement, and individual and institutional educational effort. Sixteen recommendations regarding future practical and theoretical research were formulated. (Contains 22 references.) (MN)

ED 384 735 CE 069 349

Imel, Susan
Adult Literacy Staff Development. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; *Discovery Processes; Inquiry; *Inservice Teacher Education; *Literacy Education; *Staff Development; *Training Methods

The National Literacy Act of 1991 provided the funding to begin

Arizona, which served 524 workers (58 percent from minority groups) at 14 worksites. Generic curriculum and competencies were developed for each subject area rather than each specific worksite. Of 374 workers who completed the classes 208 tested higher in basic skills, 143 improved their communication skills, and all documented increases in self-esteem. This report contains the generic workplace curricula and competencies developed for the following courses: English as a second language, reading, writing, mathematics fundamentals, mathematics for statistical process control, algebra, communication and listening, and problem solving. An external evaluation report is also included. (KC)

ED 384 753 CE 069 401

Smith, Paula S.
A Work Specific Curriculum Project. Special 353 Demonstration Project in Adult Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 30 Jun 95
NOTE- 548p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Demonstration Programs; Education Work Relationship; *Inplant Programs; Labor Force Development; *Literacy Education; Numerical Control; *On the Job Training; Outcomes of Education; Program Implementation; Safety; Skill Development; *Teaching Methods; Teamwork; Vocabulary Development
IDENTIFIERS- 353 Project; Alabama; *Workplace Literacy

A demonstration project was conducted in Alabama to create a basic skills workplace curriculum that would assist a local corporation in improving work force productivity. During the 3-year project, a job-specific curriculum was written for Russell Corporation's Skills Training at Russell (STAR) program. The curriculum covered four topics: safety, vocabulary and forms, statistical process control, and teamwork. An adult education supervisor's handbook was also developed during the project. Results of a summative evaluation on the safety section of the curriculum showed the following: 83 percent of the participants achieved at least 80 percent mastery of the developed materials; approximately 70 percent stated that their attitude toward safety changed as a result of the program, and 85 percent agreed that they were more aware of safety signs, rules, and procedures. Recommendations were made to train a Russell Corporation employee to write and upgrade the curriculum and to train other workplace education specialists. (This document includes the adult education supervisor's handbook, curriculum samples from the safety and vocabulary and forms sections, and workplace education practicum samples.) (KC)

ED 384 754 CE 069 402

Howard, Pierce J.; Howard, Jane M.
The Big Five Quickstart: An Introduction to the Five-Factor Model of Personality for Human Resource Professionals.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

covered in the individual modules: social etiquette (making introductions, use of first names, the art of conversation, restaurant etiquette); business etiquette (job search, resume preparation, job applications, job interviews, business meetings and appointments, business correspondence); business wardrobe (basic business attire, dressing well on a budget, basic rules for business dressing); self-esteem; telephone etiquette; and international etiquette (special customs in Japan, France, Germany, and Hong Kong). Each module includes some or all of the following: information sheets, tip sheets, diagrams, and practice exercises. Contains 22 references and addresses of 2 sources of information about international customs. (MN)

ED 384 773   CE 069 457

Job Shadowing...Building the Foundation for School-to-Work Transition. Guide for School Coordinators and Teachers.
PUB DATE- 94
NOTE- 23p.; For related documents, see CE 069 278-281 and CE 069 453-458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; *Career Education; *Career Exploration; Check Lists; *Education Work Relationship; Guidelines; High Schools; Instructor Coordinators; Learning Activities; Records (Forms); Teacher Role
IDENTIFIERS- *Job Shadowing

Job shadowing is a one-on-one participatory activity that allows an interested student to spend several hours or a day with a host employer or business. Shadowing enables students to gain insight into career goals and see the relevance of their curriculum in the "real world." The booklet, which was developed for use by school coordinators and teachers involved in the job shadowing program of Anderson School District Five in Anderson, South Carolina, contains information about the purpose and components of job shadowing programs. It provides various forms and guidelines used during implementation of a job shadowing program. Expectations of students enrolled in a job shadowing program are listed. The following forms are provided: student job shadowing checklist; job shadowing contract for students and parents; parent/guardian permission form; high school acknowledgment forms; evaluation form; and student assignment form. Four training activities designed to help students have successful job shadowing experiences are presented. The activities, which deal with developing a work ethic, using business etiquette, and placing telephone calls, include tips and learning activities. Job shadowing guidelines for school coordinators and teachers are included. (MN)

ED 384 774   CE 069 458

Reeves, Sandra; Turlington, Anita J.
Strategies for Success: Teaching and Advising Special Needs Students.
SPONS. AGENCY- South Carolina State Dept. of Education, Columbia.
PUB DATE- 94
NOTE- 58p.; For related documents, see CE 069 278-281 and CE 069 453-457.
LANGUAGE- English

surveys, and Department of Education comments.) (YLB)

ED 384 791 CE 069 480

Vocational Education. 2-Year Colleges Improve Programs, Maintain Access for Special Populations. Report to Congressional Committees.
PUB DATE- Jul 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Ancillary School Services; *Educational Change; Educational Legislation; Federal Aid; Federal Legislation; Program Improvement; *Special Needs Students; *Student Participation; *Two Year Colleges; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

A study compared student participation and program features in two-year college vocational education programs in school year 1993-94 (after enactment of Perkins amendments) with 1990-91 (before enactment). Questionnaires were mailed to a sample of two-year public and private nonprofit colleges in two surveys, one for 1990-91 and another for 1993-94. Changes that had taken place in vocational-technical programs (such as, use of quality indicators for program assessment, school-to-work transition activities, and integration of academic and vocational learning) and among students from special populations (participation in vocational-technical programs and availability of support services) were identified. Four two-year colleges were visited. Findings indicated efforts to improve program quality showed progress, but use of some recommended approaches was lagging. Two-year colleges increased the use of quality measures to assess vocational education programs. Tech prep programs had been almost universally adopted since the Perkins amendments. Two-year colleges were slow to strengthen integration of academic and vocational instruction. Removal of set-aside requirements did not appear to have hurt special population students. Participation in postsecondary vocational education by special population students was maintained. Availability of support services for special population students was either increased or maintained by the Perkins amendments. (Appendixes include scope and methodology, supplementary analysis, aggregated responses to the survey, and Department of Education comments.) (YLB)

ED 384 792 CE 069 484

Stein, Sondra Gayle
Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning.
PUB DATE- Jul 95
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Citizen Role; *Citizenship Responsibility; *Lifelong Learning; Literacy Education; Needs Assessment; Outcomes of Education; Parent Responsibility; Parent Role; Student Attitudes
IDENTIFIERS- National Education Goals 1990

This report is the result of a 2-year effort to solicit, produce, and analyze feedback from over 1,500 adults across the United States about what National Education Goal 6--the literacy and lifelong learning goal--meant to them. Part I is a synthesis of

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Competence; Educational Development; *Employment Potential; Foreign Countries; *Job Skills; Performance Factors; Research and Development; *Standards
IDENTIFIERS- *Australia; *New Zealand

Among the latest developments making a significant impact on the educational scene worldwide are generic competencies. In Australia, the Karmel committee (1985) produced a set of general competencies and also used the term "key competence." The Finn committee next developed the idea of employment-related key competencies in its report "Young People's Participation in Post-Compulsory Education and Training" (1991). Its next task was to support a consistent standards framework for the competencies describing different levels of achievement against which progress could be assessed and reported. In 1991, the Mayer committee was established to develop the concept of employment-related key competencies. Through consultations, industry representatives suggested additional skills and competencies, the most striking of which was the attribute of "having the right attitude." The Mayer committee then established three performance levels that related specifically to the key competencies. The three performance levels derived were: Level 1 describes the competence needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity; level 2 describes the competence needed to manage activities requiring the selection, application and integration of a number of elements; and level 3 describes the competence needed to evaluate and reshape process, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcomes. In New Zealand, the Committee of Inquiry into Curriculum, Assessment, and Qualifications in Forms 5 to 7 proposed eight areas of knowledge and skills. In 1991, the Ministry of Education proposed eight essential skills. The New Zealand Qualifications Authority suggested incorporating the essential skills into the National Qualifications Framework, which has eight levels of progression. In comparing Australian key competencies to other overseas lists of generic skills including those of New Zealand, the Mayer committee found that each Australian key competency was duplicated in the New Zealand essential skills and vice versa. Overseas developments of core skills for England and Wales, Scotland, United States, Canada, and Germany are discussed. (Contains 31 references.) (YLB)

ED 384 811 CE 069 532

Knowing the Score. A National Review of the State and Territory Training Authority Statistical Systems. Final Report.
PUB DATE- Mar 94
NOTE- 199p.; Funded by the Australian Committee on Vocational Education and Training Statistics.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Data Collection; Foreign Countries; Job Training; *National Programs; Postsecondary Education; Secondary Education; *State Programs; Statewide Planning; *Statistical Data; Statistics; *Vocational Education
IDENTIFIERS- *Australia

This report presents results of a project to produce a set of strategies to ensure the compatibility of Australian state and barriers raised by resistance to technological developments. Instructional challenges and responsibilities that arise as these new technologies alter conceptions of teaching and learning are addressed. Suggestions for using multimedia with telecommunications technologies are presented. Options for using an overhead optical viewer and descriptions of experiments around the United States provide detailed examples of creative uses of multimedia. Finally, the paper suggests what adult, career, and vocational educators need to know in order to use these technologies for effective instruction. The degree of facilitator skill and knowledge and the time and resources available all contribute to the effectiveness of distance instruction. Most important perhaps is the imagination required to envision the new ways of expanding human potential that these technological tools afford. (SK)

ED 384 829 CG 026 111

Furlong, Michael J.; Morrison, Richard L.
Status Update of Research Related to National Education Goal Seven: School Violence Content Area.
PUB DATE- 28 Oct 94
NOTE- 31p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Campuses; *Crime; Educational Environment; Elementary Secondary Education; *Incidence; Injuries; Parent Attitudes; Public Schools; *School Attitudes; *School Safety; Student Attitudes; *Violence
IDENTIFIERS- *California School Climate and Safety Survey; National Education Goals 1990; *School Crime

More than one third of Americans think that reducing school violence is the top challenge facing public schools. The challenge posed by National Education Goal 7 is that, by the year 2000, schools will be free of violence. Despite increased concern about school violence and pursuit of this lofty national goal, this paper presents the argument that it is time to reflect on what is actually known about school violence. Empirical studies about school violence are reviewed, particularly as they relate to weapons possession, perception of personal security, victimization patterns, and perceptions of campus conditions associated with environments conducive to learning. These studies are drawn from multidisciplinary literature sources and the results of the California School Climate and Safety Survey. It is shown that schools are not infested with violence and that teachers and students generally feel safe in their home schools. It is argued that school safety plans should be informed by local information and not driven primarily by national studies or media reports. (Contains 34 references and 5 tables) (Author/JE)

ED 384 830 CG 026 281

The Counseling Program Toolbook for Alaska Public Schools: Tools for Program Development, Grades K-12 Grade.
PUB DATE- Jun 94
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Anthologies; Higher Education; *Reading Improvement; *Reading Skills; Reading Strategies; Student Evaluation; Study Skills; *Writing Improvement; *Writing Skills
IDENTIFIERS- Response to Literature

Retaining the feature from earlier editions that student comprehension is assessed through the writing of summaries rather than from objective test questions, this book, a combination text and anthology, is designed to improve students' reading and writing skills. New features for the third edition of this book include a new chapter on studying textbook material, new models in part 1 to aid classroom instruction in finding the topic, main idea, and major details of an article; more instruction and models on brainstorming and writing paragraphs and essays in response to articles; an anthology section with many articles on topics representing various cultural viewpoints; and an appendix featuring expanded instruction on summarizing narrative essays and new instruction on improving vocabulary. The first part of the book consists of six chapters, each containing instruction, models, and exercises. Chapters in the first part are: (1) Discovering the Topic; (2) Locating the Main Idea; (3) Locating the Major Details; (4) Writing a Summary; (5) Writing a Response; and (6) Reading Textbooks. The second part of the book contains 33 articles, most from the popular press and chosen by students, grouped in 5 sections according to theme (Learning Strategies, Health and Fitness, Parenting/Family, the Sexes, and Cultural Viewpoints). Appendixes discuss learning new vocabulary and the characteristics of narrative and expository prose. (RS)

ED 384 850 CS 012 199

Brown, Mary Claire
Parental Involvement as a Variable in Reading Readiness: A Review of Related Literature.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Literature Reviews; *Parent Child Relationship; *Parent Participation; Parent Role; Reading Aloud to Others; *Reading Readiness; *Reading Research
IDENTIFIERS- Emergent Literacy

Noting that much research has been done on many aspects of parents' involvement in their children's education, this literature review focuses on the ways parents develop their children's reading skills. Topics discussed in the literature review are existing literature reviews (no comprehensive reviews of research have been conducted since 1986), literacy development, effects of reading to children, and parent and child interactions. Contains 27 references. (RS)

ED 384 851 CS 012 200

Fulwider, Natalie Austin
Encouraging the Participation of Families of Elementary-Age Children in Home-School Literacy Activities through Staff Development, Parent Workshops, and Individual Family Plans.
PUB DATE- 95

are the only ones that religion speaks. Bakhtin's thought offers a far more complex understanding. In "Discourse and the Novel," he discusses the way in which a person's coming to identity or individual ideological consciousness is marked by a dialogic struggle between the authoritative word heard from parents and religious leaders (and teachers), and the internally persuasive word which is "open" and is able to reveal ever newer ways to mean. At times, perhaps, after the student struggles and wrestles with his or her beliefs, occasions emerge in which the authoritative and internally persuasive words speak in unison. Novels like Dostoevsky's "Brothers Karamozov," Graham Greene's "Power and the Glory," and Toni Morrison's "Beloved" serve as especially rich catalysts for such occasions. (Contains 15 references.) (TB)

ED 384 871 CS 214 932

Kurth, Lita
Democracy and Leadership in Basic Writing Small Groups.
PUB DATE- Mar 95
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; Cooperation; Democracy; *Group Dynamics; *Group Structure; Higher Education; Leaders; *Leadership; *Peer Groups
IDENTIFIERS- *Small Group Communication; *Writing Groups

Commonly accepted ideas, on the one hand, about how small groups in a writing class should work and, on the other hand, psychological research about what makes a small group work well are not consistent. Social psychologist Clovis Shepherd claims that the "popular notion that the democratic ideal is a group in which all members exert an equal amount of leadership may be a desirable ideology but it has little support in research." Shepherd, in reviewing research on small group dynamics, came up with several interesting criteria for a successful group: (1) each member knows what his or her role is; (2) the group takes action through consensus (all have a say and all give consent) rather than through majority vote or minority railroading; and (3) the group has full and open communication. Another social theorist, Cecil Gibb, adds another surprise: leadership, she maintains, is situational; that is, the leader is not an enduring role held by one person but the one that is filled by that person who at a particular moment can contribute the most. Observations of student small groups in a basic writing course support some of these findings. In one group, for instance, a group leader clearly emerged, and, as a result, all members considered the group successful. Had the instructor not been familiar with the above research, she might have interrupted the group's activity and tried to control the amount of talking and directing the leader was doing. Other groups provided less definitive contributions to the issue of group dynamics; the research on small groups, on the whole, has revealed "many trees and no forest." (TB)

ED 384 872 CS 214 933

Hinnefeld, Joyce
Stepping onto the Tightrope: Feminism, Critical Pedagogy, and the

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Criteria; *Evaluation Methods; *Freshman Composition; Higher Education; Informal Assessment; *Student Evaluation of Teacher Performance; Student Surveys; Teacher Expectations of Students; *Teacher Improvement; Teacher Student Relationship
IDENTIFIERS- *Faculty Attitudes

Many college and university teachers across the United States remain hostile, at least privately, to student evaluation of faculty performance despite the general use of such evaluation in the academy for the past three decades. However, professionals can use student evaluations to their advantage if they "stage a pre-emptive strike"--in other words, if they stop viewing the evaluation process as something done to them by administrators and cynical students and begin to see it instead as something that can be done for them, something that they can do for themselves to improve the quality of their teaching. Faculty should first of all convince their students of the importance of their comments; they must explain that they will change their classroom methods and manner in accordance with their suggestions. Secondly, faculty must develop a strategy to develop an evaluation instrument that will suit their purposes. Most universities use standardized forms that do not reflect the individual contours of particular courses. The strategy that one instructor in freshman composition developed included the construction of 3 instruments, which were administered during the 4th, 8th, and 12th-weeks. The form elicits student responses in 4 areas: (1) understanding course objectives and their relevance; (2) perception of organization and presentation of material; (3) attitudes toward grading and testing; and (4) perception of the teacher. (Contains three sample survey forms.) (TB)

ED 384 890 CS 214 954

Foster, David
Rescuing Community: Sociality and Cohesion in Writing Groups.
PUB DATE- Mar 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Community; *Cooperation; Feminism; *Group Dynamics; Higher Education; *Writing (Composition); Writing Instruction
IDENTIFIERS- Dialogic Communication; *Discourse Communities; Postmodernism; Writing Groups

Group strategies--group discussion, feedback, collaboration--seem so widely used in postsecondary writing as to have attained the status of lore. In seeking pedagogical community, writing teachers too often gloss over or deny the reality of competing voices. To understand the traditional appeal of the trope "community" for American educational institutions, it must be noted how tightly, in forming the trope, the ideology of democracy is yoked to the belief in cohesion through education. Historical studies of national literacy movements have amply of lived experience, Gangsta' Rap warrants critical investigation. Many postmodern theorists have articulated the limitations of literacy as it has been traditionally practiced in the composition classroom. They speak, as Patricia Bizzell does, of the growing gap between the classroom and the community of the students, between their home dialects and standard English. A rap-oriented radical pedagogy seeks first of all to reconstitute as subjects those who have been treated as objects. Non-school and academic literacies are thus not viewed as incompatible discourses at the extremes of a binary opposition, but as the mutually nourishing elements of a continuum in which traffic flows both ways between the public and the private sector. Specific classroom experiences would include: (1) asking students to take a position on some of the public debates over Gangsta' rap; (2) asking students to collect Gangsta' Rap lyrics for distribution to the class as a stimulus for discussion; and (3) asking students to write their own rap lyrics. Rap lyrics can also be an effect domain from which to mount a critical investigation of the mainstream culture. (Contains 27 references.) (TB)

ED 384 908   CS 214 975

Cheirrett, Peg A.; Gibbs, Bruce R.
Diversity in Technical Communication: A Work in Progress.
PUB DATE- Apr 95
NOTE- 7p.; Paper presented at the Annual Conference of the Society for Technical Communication (Washington, DC, April 23-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; Career Choice; Curriculum Development; Higher Education; High Schools; Minority Groups; *Technical Writing
IDENTIFIERS- *Diversity (Student); Pacific Northwest; *Technical Communication

This paper documents the beginnings of an effort to increase the diversity of technical communication in the Pacific Northwest. An ad hoc committee of technical communicators came together for this purpose because they believe that greater diversity will help technical communicators better understand and reach audiences from a wide variety of ethnic and racial backgrounds. The paper discusses the committee's purpose, why diversity is important, what diversity means to the committee, and taking technical communication to the schools. The committee is using the Society for Technical Communication International Student Technical Writing Competition as a tool for introducing technical communication as a career choice to people of color at the high school level. (Author/RS)

ED 384 909   CS 214 976

Priest, Nancy B.
Developing Writing Skills of Fourth Grade Students Using a Variety of Intervention Strategies.
PUB DATE- 19 Jun 95
NOTE- 88p.; M.S. Practicum, Nova University. Color illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Grade 4; Instructional Effectiveness; Intermediate

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cultural Differences; Ethnocentrism; Experiential Learning; Higher Education; *Interpersonal Communication; *Introductory Courses; Lesson Plans; *Multicultural Education
IDENTIFIERS- Cultural Sensitivity

Noting that most basic communication textbooks do not include a cultural diversity component, this paper presents 14 experiential exercises aimed to integrate the multicultural issues related to interpersonal communication topics. The various experiential activities are adapted from intercultural communication textbooks, cross-cultural training books, professional training workshops, and trainer's manuals, and can be used to integrate diversity when teaching the basic course in interpersonal communication. The activities in the paper are presented in a modular format--each module contains an objective, time required, materials needed, procedure, debriefing, and the source of the exercise. Topics of the activities in the paper include self-concept and identity, perception and culture, stereotyping, ethnocentrism, beliefs and value systems, nonverbal communication, listening, adaptation, and culture shock. Contains 19 references and 14 notes. (RS)

ED 384 927 CS 508 969

Johnson, Orin G.
Enhancing Basic Public Speaking Skills through the Use of a Combination Lecture Strategy for General Speech Preparation & Outlining.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Communication Skills; Higher Education; *Introductory Courses; Lecture Method; *Outlining (Discourse); Skill Development; *Speech Communication
IDENTIFIERS- Jackson State Community College TN

After experimenting with different combinations, a basic public speaking course instructor at Jackson State Community College, Tennessee, found that combining general speech preparation and outlining into one lecture saved time and was beneficial for students. Because of detailed, effective outlining and speech preparation, such a combination lecture demonstrates to students the practical application of course concepts and helps to combat and control their fear of public speaking. The instructor: (1) analyzed the subject areas he was having trouble incorporating effectively; (2) evaluated the chosen areas closely to find a way to combine them into one lecture; (3) used the general knowledge students accumulated over the years as supporting background information; and (4) added any other necessary components to make sure the combination of the material was inclusive of the educational goals for the combined subject areas. During the combination lecture, students are given the 12 specific steps in outlining and

States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Problems; Communication Research; Higher Education; *Public Speaking; *Sex Differences; Undergraduate Students
IDENTIFIERS- Communication Competencies; Gender Issues; Personal Report of Communication Apprehension

In light of inconsistent research findings, a study examined the relationship of traitlike public speaking apprehension to the competence of public speakers, as well as the mediating role of gender in that relationship. Subjects, 105 students from a variety of majors and enrolled in 7 sections of a public speaking fundamentals course at a southern university, completed the Personal Report of Public Speaking Apprehension, while their subsequent speech grades served as a measure of competence. Results confirmed that, as expected, traitlike public speaking apprehension was negatively related to public speaking competence, although no interactive effect was found between gender and public speaking apprehension. In addition, results were suggestive of a nonlinear component to the apprehension-competence relationship. (Contains 41 references and 2 tables of data.) (Author/RS)

ED 384 945 CS 508 988

Curtin, Patricia A.; Cameron, Glen T.
Implications of Electronic Newspapers for Public Relations Teaching, Practice, and Research.
PUB DATE- May 95
NOTE- 38p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Information Dissemination; Literature Reviews; *Newspapers; News Reporting; Online Systems; *Public Relations; Research Needs
IDENTIFIERS- *Electronic Newspapers; Professional Concerns

Electronic newspapers offer a new media channel for public relations materials, but a study of their proposed use and implications for the profession does not fit well into already established research areas. This paper reviews the development and features of electronic newspapers and suggests new avenues of research and uses pertinent to the public relations profession. Much of the literature for the paper was gathered through one year of online discussions on news forums and interest groups with more than 800 leaders in this developing field, ranging from software programmers to top executives. Information to date suggests electronic news services, particularly electronic newspapers, may provide unique opportunities for public relations teaching, practice, and research, but caution is advised until further research and testing demonstrates the viability of this new medium. Contains 100 references and 1 table of data. (Author/RS)

ED 384 946 CS 508 989

PUB DATE- Feb 95
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (San Antonio, TX, February 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; *Evaluation Utilization; High Schools; Information Utilization; Principals; Problem Solving; Research Utilization; *School Based Management; *Self Evaluation (Groups); Theory Practice Relationship

Principal-preparation programs require students to take research courses; however, principals are often unprepared to apply research skills in school settings. This paper discusses approaches to using data for decision making in a site-managed school. It describes one high school's efforts to apply research and recommends that principal-preparation programs find ways to make research a practical skill for principals. During the 1993-94 school year, the new interim principal at University High School in Normal, Illinois, conducted an inventory of the school's climate. The results led to the engagement of graduate students and faculty to gather information in three areas of concern: staff perceptions of the organizational working processes, staff workloads, and resource allocation among extracurricular programs. Data for the staff-perceptions study were collected through interviews with a total of 68 teachers and staff, and resulted in collaborative planning to address problems. The workload study involved interviews and task analyses, which led to the revision of staff compensation, evaluation, and workload. In the third study, a quantitative comparison of extracurricular-program funding raised issues of financial inequality and opportunities for male and female students. In each case, findings were made available to staff, who provided feedback, which was then used to clarify issues and address problems. (LMI)

ED 384 966 EA 026 856

Gold, Steven D.
The Outlook for School Revenue in the Next Five Years.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Change; *Educational Finance; Elementary Secondary Education; *Federal Aid; *Financial Problems; *Income; Labor Market; Property Taxes; Public Education; *State Aid
IDENTIFIERS- Gambling

This paper examines the outlook for school finance over the next 5 years. The environment for increases in real school revenue per pupil during the rest of the 1990s will not be favorable. The rate of economic growth in the next 5 years will not be particularly robust, with capacity expected to increase only about 2.5 percent yearly. This relatively low growth rate reflects the slow increase expected in the labor force and a sluggish increase in productivity. The most significant problem for educational finance is likely to be reductions in federal aid to states. States will respond to decreases in federal aid for social and health programs by trimming increases in state territories. These are: American Samoa, Alaska, California, Guam, Hawaii, Idaho, Montana, Nevada, Northern Mariana Islands, Oregon, Republic of Palau, Washington, and Wyoming. The programs are grouped by categories: (1) peer/youth programs; (2) student assistance programs; (3) community partnerships; (4) parent/family support programs; (5) U.S. Department of Education 1994-95 Drug-Free School Recognition Programs' Winning Schools/Comprehensive Programs; (6) district, county, and state initiatives; (7) curriculum programs; and (8) special events and annual practices. Since 1990, programs have focused on fostering student resiliency, youth participation in positive and safe activities, parent and family support services, and the evaluation and assessment of prevention programs. Each program overview contains a contact person and address and describes the program's planning process, community alliances, success indicators, and unique key to success. (LMI)

ED 384 985 EA 026 885

Albers, Randy
The Campus Leadership as a Community of Learners.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Adult Learning; Educational Change; Educational Environment; Elementary Education; *Faculty Development; Organizational Climate; Professional Development; Program Implementation; Resistance to Change; Technological Advancement

Students are increasingly expected to be able to think critically, solve complex problems, and communicate clearly. Educators are expected to facilitate that learning in a variety of situations for an increasingly individualized student population. Therefore, educators who attempt to change their practices must become active learners. A school that encourages student and adult learning is described as a community of learners--"a place where all participants...engage in learning and teaching" (Barth 1990). This paper presents findings of a study that examined the implementation of technology into elementary classrooms in a suburban Philadelphia (Pennsylvania) school district to show the development of a school system that facilitated student and adult learning. The schools, to combat sagging teacher commitment, formed leadership teams at the district and building levels. Data were gathered through teacher interviews and document analysis. Findings show that the campus leadership teams served several functions. They provided continuous assistance and staff development; reduced isolation; increased staff capacity; provided a caring, productive environment; and promoted increased quality. One table is included. Contains 22 references. (LMI)

ED 384 986 EA 026 886

Chen, Michael; Addi, Audrey
Educational Leaders' Influencing Behaviors and School Restructuring. Preliminary Draft.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-

In 1990, Kent-Meridian High School in Kent, Washington, decided to implement four schools-within-schools, each with its separate academic and career focus. The first school, focusing on the area of health science, was implemented in 1992. A second school-within-the-school, the International Business and Global Studies (IBGS) School, was implemented during the second year of the restructuring effort (1993-94). This paper contains two papers that report evaluation results for year 2 of the Health Science School (HSS) and for year 1 of the IBGS. Both schools feature an integrated curriculum, cooperative learning, the direct application of learning to life situations, flexible scheduling, cohort learning, and alternative assessment strategies. Findings indicate that second-year HSS students continued to receive a unique educational experience; however, the results of the Classroom Environment Scale (CES), faculty interviews, and parent questionnaires indicate that the degree of innovation, cohesiveness, and integration declined. First-year participation in both schools did not translate into higher grades. Faculty for first-year HHS and IBGS students believed that they had achieved limited success in implementing the desired program. Recommendations include: that each program resolve its long-term leadership question, move forward with curriculum development, practice faculty evaluations of the curriculum, prevent curriculum integration from dominating the restructuring effort, and improve parental involvement. Thirteen tables are included. (LMI)

ED 385 004   EA 026 908

Dorsch, Nina
Making "Connections": A Frames Analysis Perspective on the Implementation of an Innovative Pilot Program.
PUB DATE- 13 Oct 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, Octobe 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; Curriculum Design; Educational Cooperation; High Schools; *Integrated Activities; *Interdisciplinary Approach; *Interprofessional Relationship; Politics of Education; Program Implementation; *Team Teaching

This paper examines the experience of one school in southern Ohio in implmenting an interdisciplinary pilot program during the 1993-94 school year. The Connections program at Cedar City High School was designed to encompass the content areas of English, science, and social studies. The program derived its name from its interdisciplinary goals of designing instruction so that student would come to understand the interrelatedness, or connections, between subject area. The program served a heterogeneous ninth-grade cohort, including students with learning disabilities. Data were obtained through observation; document analysis; and interviews with teachers, the principal, and the assistant superintendent. Bolman and Deal's (1991) four frames of organizational analysis--structural, human resources, political, and symbolic--were used to examine the relationships between and among frames. Faced with uncertainty, the Connections teachers initially relied strongly on creating a separate Connections culture through rituals and symbols. However, the two worlds could not be totally separated; differences in structure, scheduling and grading, and resource allocation were sources of conflict. Within the program's

DESCRIPTORS- *Attention Deficit Disorders; *Classroom Techniques; Clinical Diagnosis; Definitions; *Disability Identification; Educational Environment; Elementary Secondary Education; Eligibility; *Hyperactivity; Incidence; *Student Characteristics

This paper provides a brief historical outline of attention deficit hyperactivity disorder (ADHD), its definition, its behavioral characteristics, and a guide to creating successful learning environments for these students. Diagnostic criteria for ADHD are listed and discussed, and incidence figures of 3 to 5 percent of all school-age children are cited. The paper briefly describes the following typical characteristics of students with ADHD: short attention spans and distractibility, impulsivity, free flight of ideas, poor organizational skills, insatiability, hyperactivity, social immaturity, performance inconsistency, inflexibility, mood swings, and poor short-term memory. Disorders that may mimic the characteristics of ADHD are identified, including anxiety disorders, conduct disorders, learning disabilities, depression, manic-depressive illness, and seasonal affective disorder. The controversy over the use of medications to treat ADHD is addressed. A section on ways to make school successful for students with attention deficits covers the importance of being knowledgeable about symptoms and attitudes surrounding ADHD, characteristics of successful teachers, the classroom environment, modifying the curriculum, ways to help students listen and attend, the need to provide students with frequent breaks, and homework. (Contains 17 references.) (DB)

ED 385 021   EC 304 049

Beamish, Claude R.

Knowledge about the Brain for Parents, Students, and Teachers: The Keys to Removing the Invisible Roadblocks to Learning and High Self-Esteem for All Students.

PUB DATE- Feb 95

NOTE- 14p.; In: The Oregon Conference Monograph 1995. Volume 7; see EC 304 046.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Behavior Change; *Behavior Problems; *Brain Hemisphere Functions; Elementary Secondary Education; Individual Differences; Individualized Instruction; Intelligence; *Learning Modalities; *Learning Problems; *Neurology; *Personality Traits; Psychology; Self Esteem

This paper presents basic information about the brain and how learning takes place, considers causes of differing human temperaments as explained by principles of Jungian psychology, reports on research on the causes of low achievement, and suggests a method to correct many educational problems. Principles of developmental neurology and right/left brain differences are explained. Many educational problems (such as anger and anxiety) are viewed as resulting from downshifting from the neo-cortex to the limbic system. Four major temperament groups are identified, varying in the dominance and influence of right and left brain hemispheres. The paper reports positive behavioral and academic effects observed when junior high school students were provided with basic information on the brain and suggestions for controlling and preventing downshifting. The seven types of intelligence

ED 385 040 EC 304 073

Leisure Education in Supported Employment.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Learning; Communication Skills; Community Recreation Programs; Community Resources; Counselor Role; *Disabilities; Family Role; Hobbies; Interests; *Learning Activities; *Leisure Education; Life Satisfaction; Peer Relationship; Personal Autonomy; *Recreational Activities; Self Determination; Skill Development; Social Adjustment; Staff Role; *Supported Employment; Well Being

This manual provides a leisure education program for individuals with disabilities, to facilitate leisure functioning in their homes and communities. The program is first introduced to participants and families upon admission into supported employment and is designed to be facilitated by a training specialist or job coach. The program can be individualized and can assist organizations, families, and residential staff to become a resource and support network. Each unit of the manual contains goals, objectives, strategies, and materials, as well as ideas for family and residential staff involvement and suggestions for incorporating leisure ideas into practice. The units cover: the benefits of leisure and ways to explore the individual's leisure interests, barriers to leisure participation, leisure resources, peer relations and communication styles, making decisions on leisure pursuits independent of helpers, leisure action plans, assessing the individuals' interests, identifying skills to target for leisure instruction and skill development, instructional programming, and integration into the community. Included are a sample letter to families, a leisure questionnaire, worksheets, information on games and role plays, craft activities suggestions, and instructions for making materials for some activities. (Contains 13 references.) (SW)

ED 385 041 EC 304 074

Lizama, Mauricio A.; Mendez, Hector L.
Assistive Technology Developments in Puerto Rico.
PUB DATE- Mar 95
NOTE- 32p.; Paper presented at the Annual Florida Assistive Technology Impact Conference & Conference of the TAM Division of the Council for Exceptional Children (4th, Orlando, FL, March 2-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); *Computer Oriented Programs; Costs; *Disabilities; Economic Factors; Elementary Secondary Education; *Input Output Devices; Physical Disabilities; *Spanish Speaking; *Technological Advancement; Visual

*Guidelines; Individualized Education Programs; National Surveys; *State Standards; *Student Evaluation; Student Participation
IDENTIFIERS- *Testing Accommodations (Disabilities)

In response to findings of excessive exclusion of students with disabilities from national and state educational assessments, this document was developed to provide a listing of states' guidelines for assessment accommodations for such students. Guidelines in current use were provided by 38 states. Of the remaining states, seven did not have state assessments and five did not have written guidelines on accommodations. An overview summarizes trends and commonalities in the following seven categories: (1) individualized education program function; (2) requirements for documentation of the use of accommodations; (3) use of the same accommodations for assessment as for instruction; (4) acceptability of specific accommodations; (5) allowing accommodations for students without disabilities; (6) out-of-level testing; and (7) reporting of results. The report notes that the use of accommodations in statewide assessments is quite prevalent but not very consistent and that nearly every state has revised its accommodations guidelines within the past 2 years. (DB)

ED 385 059   EC 304 092

Thurlow, Martha L.; And Others
A Compilation of States' Guidelines for Including Students with Disabilities in Assessments. Synthesis Report 17.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 95
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Educational Assessment; Educational Policy; Elementary Secondary Education; *Guidelines; Individualized Education Programs; National Surveys; *State Standards; *Student Evaluation; *Student Participation

In response to findings of excessive exclusion of students with disabilities from national and state educational assessments, this document was developed to provide a listing of the states' guidelines for the participation or exclusion of students with disabilities in assessments. Guidelines in use were provided by 43 states. The remaining seven states were not conducting state assessments. An overview summarizes trends and commonalities in the following eight categories: (1) individualized education program function; (2) the role of parents; (3) acceptability of partial testing; (4) the extent to which decisions are based on category of disability or placement; (5) assessing what is taught; (6) high stakes assessments versus other assessments; (7) alternate means of assessment; and (8) reporting of results. The report notes that nearly every state is in the process of reviewing and changing its guidelines for participation and accommodation. (DB)

ED 385 060   EC 304 093

Geenen, Kristin; And Others
Synthesis Report Update 1994: Reports on the Status of Education, Desired Outcomes, and Reform Initiatives. Synthesis Report 16.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 95

are also addressed to help avoid the child's distress when saying phrases or words of an obscene or violent nature which stick in their minds. Practice in anticipating outcomes of behaviors can be helpful for the child with TS who has difficulty with impulse control and does not see the connection between actions and consequences. In addition to teaching the child the concept of cause and effect, children can be taught how to make choices and to accept consequences for them. Also important is providing the child with structure, direction, and limits regarding the expression of explosive anger. Included are brief annotations of three videotapes and three publications on TS. (SW)

ED 385 079   EC 304 112

Collective Perspectives on Issues Affecting Learning Disabilities. Position Papers and Statements.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Access to Education; Adults; Agency Role; College Bound Students; Definitions; *Delivery Systems; Disability Identification; Educational Legislation; *Educational Practices; Educational Research; Educational Trends; Elementary Secondary Education; Federal Legislation; Guidelines; Inclusive Schools; Inservice Education; *Learning Disabilities; National Organizations; Opinions; Preschool Education; Professional Development; Student Evaluation; Transitional Programs
IDENTIFIERS- *National Joint Committee on Learning Disabilities

Position papers of the National Joint Committee on Learning Disabilities during 1981-1994 and information about this committee's history, mission, and operational procedures are presented. The position papers and statements are as follows: "Learning Disabilities: Issues on Definition" (1981); "Inservice Programs in Learning Disabilities" (1981); "Issues in the Delivery of Services to Individuals with Learning Disabilities" (1982); "Learning Disabilities: Issues in the Preparation of Professional Personnel" (1982); "Adults with Learning Disabilities: A Call to Action" (1985); "Learning Disabilities and the Preschool Child" (1986); "Issues in Learning Disabilities: Assessment and Diagnosis" (1987); "The Need for Subject Descriptors in Learning Disabilities Research: Preschool through High School Years" (1989); "Learning Disabilities: Issues on Definition" (1990); "Providing Appropriate Education for Students with Learning Disabilities in Regular Education Classrooms" (1990); "School Reform: Opportunities for Excellence and Equity for Individuals with Learning Disabilities--A Special Report" (1991); "Learning Disabilities and the Americans with Disabilities Act (ADA)" (1992); "A Reaction to 'Full Inclusion': A Reaffirmation of the Right of Students with Learning Disabilities to a Continuum of Services" (1993); and "Secondary to Postsecondary Education Transition Planning for Students with Learning Disabilities" (1994). (SW)

ED 385 080   EC 304 113

Villegas, Orlando; And Others
A Parent Guide To Understanding the Effects of Ritalin (Methylphenidate Hydrochloride).
PUB DATE- Sep 92
NOTE- 30p.

unusual behavior patterns underlying emotional disturbances and the difficulty of determining their causes, their impact on the family, and coping strategies. The second chapter, "Finding Some Help," briefly explains common models used to explain emotional disorders and common conditions, including pervasive developmental disorders, attention deficit and disruptive behavior disorders, schizophrenia and other psychotic disorders, mood disorders, anxiety disorders, and eating disorders. It also discusses specialists who provide diagnosis and treatment and services such as wraparound services, home intervention, school-based services, community-based outpatient and day treatment, residential treatment, and respite services. The final chapter, "Understanding the Law," reviews the meaning of some common labels applied to children with emotional disorders; explores federal statutory and case law relevant to special education services; and addresses school and treatment problems (such as drug and alcohol problems, eligibility for out-of-home care, how parents can lose custody, and financial help and services). At the end of each chapter, exercises review the information or share attitudes and ideas with others. A glossary of acronyms, laws and regulations, and terms is provided. An appendix lists organizational resources. (Individual chapters contain references.) (DB)

ED 385 099   EC 304 133

Koroloff, Nancy; And Others
Family Involvement in Policy Making: A Final Report on the Families in Action Project.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- Apr 95
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Advisory Committees; Case Studies; Change Agents; *Change Strategies; Children; *Emotional Disturbances; Family Involvement; Interviews; Organizational Development; *Parent Participation; Participative Decision Making; *Policy Formation
IDENTIFIERS- *Focus Groups; *Life History Method

This final report, in the form of an executive summary presents the findings of the Families in Action project, a 5-year effort to examine the experiences of parents and other members of families of children with emotional disorders as members of policy-related bodies. The project also addressed the development of strategies to enhance parent involvement in policy-making bodies. The project conducted a literature review, focus group discussions, and life history interviews. After an introductory section, section 2 of the report summarizes results of the focus group life history interviews in terms of barriers to family member participation, strategies for increasing family member participation, training and other methods of providing information, and life histories of eight parents. Section 3 examines five case studies of the experiences of parents and parent organizations in the policy-making process at five demonstration sites. Section 4 presents the results of questionnaire data collected from site participants. Section 5 discusses the implications of the findings for family members and policy-makers interested in in reviewing referrals for special education assessment. This approach resulted in reduced errors in assessments and decision making regarding students, compared to three secondary schools which did not use the mentor approach. Forms and samples of the IASP summary report, district intervention data, the classification tracking form, the classification consultation report, and corresponding graphs related to Chow statistics are appended. (Contains 27 references.) (SW)

ED 385 117 FL 022 119

Lindqvist, Pirkko H.
LABLIB--A Foreign Language Software Databank.
PUB DATE- 93
NOTE- 8p.; Paper presented at the Annual Meeting of International Association of Language Laboratories (1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; Cataloging; Computer Software; Databases; Foreign Countries; *Indexing; *Instructional Materials; *Online Catalogs; Online Searching; Program Descriptions; Second Language Instruction; *Second Languages
IDENTIFIERS- *Finland; *LABLIB

LABLIB, a recently-developed Finnish databank for cataloging video, audio, and computer materials for second language instruction, is described. The objective was a computer-based program that would require little or no specialized computer knowledge of the user. The user has 14 search variables (bibliographic, content, format) by which to search for appropriate instructional materials. The report describes the origins of the project to develop LABLIB, database usage parameters, other design considerations, selection of search variables, and the predicted future of such a system in Finland. Appended materials include a brief bibliography on LABLIB, including the manual pre-systems, and a series of three screens illustrating the computer program's design. (MSE)

ED 385 118 FL 022 863

Escalante, Roberto H.; Fernandez, Zarina Estrada
Textos y gramatica del Pima Bajo (Texts and Grammar of the Lower Pima).
PUB DATE- 93
NOTE- 271p.
LANGUAGE- Spanish; Pima
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Ethnography; Foreign Countries; *Indigenous Populations; *Language Patterns; *Latin American History; Morphology (Languages); *Oral History; Phonology; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- *Mexico; *Pima

This volume, entirely in Spanish and Pima, presents extensive descriptive information about the language spoken by the Pima of Mexico. An introductory chapter reviews the history of research on the language. The second and third chapters explain its phonology and morphology. In the fourth chapter, a number of oral histories and ethnographic texts are recorded, first sentence by sentence in Pima and with Spanish translation, then in full Spanish translation. The stories relate the appearance alternative grammars in the languages for the child to be better able to choose between them. (Contains three references.) (NAV)

ED 385 138 FL 023 130

Baker, Colin
A Parents' and Teachers' Guide to Bilingualism. Bilingual Education and Bilingualism 5.
PUB DATE- 95
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Bilingual Education; *Bilingualism; Classroom Communication; Code Switching (Language); Cultural Context; Disabilities; Educational Needs; Intelligence; Interpersonal Competence; *Language Acquisition; Language Dominance; *Language Maintenance; Language of Instruction; *Language Proficiency; *Language Role; Reading Skills; Second Language Learning; *Second Languages; Student Rights; Writing Skills

In a question-and-answer format, the guide responds to common queries about bilingualism in children. The first section poses and answers questions about family issues and bilingualism, including family communication, support of language development, cultural and social context for language development, social integration, and parent language learning. The second section focuses on more specific language development issues such as language dominance and fluency, intelligence and achievement, multilingualism, variability related to age and gender, language attitudes, code-switching and translation, educational strategies, and employment prospects for bilinguals. Concerns about problems and disadvantages of bilingualism are addressed in the third section, including language mixing, behavioral and developmental problems, prejudice, and language choice. Section 4 is devoted to questions about reading and writing instruction and support for literacy development. A wide variety of education-related questions are answered in the fifth section. These concern basic education issues, bilingual education, academic achievement and underachievement, and language use in the classroom. The concluding section contains miscellaneous questions and answers. A glossary and index are included. (MSE)

ED 385 139 FL 023 131

Baker, Colin
Key Issues in Bilingualism and Bilingual Education. Multilingual Matters 35.
PUB DATE- 88
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Cognitive Processes; Foreign Countries; *Intelligence; Irish; *Language Attitudes; Language Processing; Language Research; *Learning Motivation; Linguistic Theory; Second Language Learning; Second Languages; Uncommonly Taught Languages; Welsh
IDENTIFIERS- England; Ireland; Scotland; *United Kingdom; Wales

labor market. (YLB)

ED 384 699 CE 067 743

Jennings, Leonie
Issues Primer. EEE708 Negotiated Study Program.
PUB DATE- 93
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Competency Based Education; Costs; Emerging Occupations; *Females; Foreign Countries; Futures (of Society); *Industrial Education; *Job Training; Labor Force Development; Prior Learning; Skill Development; Unemployment; *Vocational Education; Womens Education; Youth Employment
IDENTIFIERS- Australia

This issues primer is structured around a series of 20 contemporary concerns in the changing world of work and training in Australia in the early 1990s. It is part of the study materials for the one-semester distance education unit, Negotiated Study Program, in the Open Campus Program at Deakin University (Australia). Information on each issue is accompanied by an activity and list of references. The issues are as follows: the politics of workplace reform; education back on the agenda; relevant government reports in the 1980s; award restructuring; skill formation and ideology; the Training Guarantee Levy--a tax or an investment?; cost of training--public vs. private; commercialization of training--those who pay the piper play the tune; relevant government reports in the 1990s; competency-based training; recognition of prior learning; management upskilling; performance appraisal; changing work force patterns; technology, communication, and training; enterprise bargaining and flexible work practices; recession, redundancies, and unemployment; women and training; youth and employment; and jobs in the future. (YLB)

ED 384 700 CE 067 744

Watkins, Peter
Knowledge and Control in the Flexible Workplace. EAE610 The Changing Workplace: Part B.
SPONS. AGENCY- Victorian Education Foundation.
PUB DATE- 91
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Educational Needs; *Education Work Relationship; Employer Employee Relationship; Fashion Industry; Foreign Countries; *Industrial Structure; Industrial Training; Job Skills; Labor Force Development; Labor Relations; Mass Production; *Organizational Change; Personnel Management; Regional Planning; Skill Development; *Technological Advancement; Technological Literacy; Unions
IDENTIFIERS- *Australia; Automobile Industry; *Flexible Work Organization; Japanese Management Techniques; United Kingdom

This publication is part of the study materials for the distance education course, The Changing Workplace: Part B, in the Open Campus Program at Deakin University. The first part of the

Programs: Recommendations from a Practitioner's Perspective.
PUB DATE- Jun 95
NOTE- 51p.; For related documents, see CE 069 278-281 and CE 069 453-458.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Cooperative Planning; *Education Work Relationship; High Schools; *Integrated Curriculum; Position Papers; Postsecondary Education; *School Business Relationship; *Technology Education; *Tech Prep; Two Year Colleges; *Work Experience Programs
IDENTIFIERS- *Partnership for Academic and Career Education SC

This handbook, which is one in a series of handbooks designed to help tech prep practitioners replicate successful materials, projects, or programs that have been developed by Partnership for Academic and Career Education (PACE) consortium members, presents 10 recommendations concerning integrating work- based learning into comprehensive tech prep programs. Discussed first are the background research and information that helped shape the recommendations. The remainder of the handbook is devoted to the following specific recommendations: (1) establish a foundation of career information and awareness; (2) provide a variety of options; (3) utilize opportunities beyond work-based learning; (4) establish clear definitions and maintain standards; (5) learn to think and act regionally; (6) be realistic about what to expect from employers; (7) provide students with structured time for reflection; (8) provide opportunities for all students; (9) design real linkages with postsecondary programs; and (10) anticipate the impact of work-based learning on community relations. Appendixes include the following: tech prep/school-to-work checklist, school-to-work continuum diagram, and PACE cross-site collaboration policy. (MN)

ED 384 718 CE 069 281

Craig, Annette; And Others
Getting Started with Youth Apprenticeship. A "How To" Workbook.
PUB DATE- Jul 93
NOTE- 74p.; For related documents, see CE 069 278-280 and CE 069 453-458.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Accountability; *Apprenticeships; *Articulation (Education); Budgeting; Check Lists; Child Labor; Competency Based Education; Cooperative Planning; Counseling Services; *Curriculum Development; Financial Support; High Schools; Inservice Teacher Education; Labor Legislation; Legal Responsibility; Mentors; Models; Postsecondary Education; Program Administration; Program Development; Program Evaluation; Program Improvement; Records (Forms); School Business Relationship; Staff Development; Student Certification; *Tech Prep; Two Year Colleges; Unions; Workbooks; Work Experience Programs; *Youth Programs
IDENTIFIERS- *Partnership for Academic and Career Education SC; Pickens County School District SC

building an adult literacy staff development infrastructure by requiring all states to increase their staff development funding from 10% to 15%. Inquiry-based staff development was one of the most promising models to emerge from the staff development activities conducted in 1992-1993 as a result of the act's passage. Inquiry-based staff development evolved in response to identified needs such as the following: the need for a critical perspective, the need to problematize the knowledge base in adult literacy, the need for staff development to be practiced as an ongoing process, and the need to focus on program improvement. Among the steps involved in inquiry-based staff development are the following: reflecting on practice, gathering information, studying the information through analysis, planning actions to be taken, implementing the action plan, monitoring and evaluating results, and sharing what has been learned. The following are among the issues associated with inquiry-based staff development: time, trust, support, and expectations. (An annotated bibliography of 19 print resources about staff development and a list of 5 resource organizations are included.) (MN)

ED 384 736 CE 069 350

Kerka, Sandra
Authentic Assessment in Vocational Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; *Evaluation Criteria; *Evaluation Methods; Portfolio Assessment; Secondary Education; *Student Evaluation; *Vocational Education
IDENTIFIERS- *Authentic Assessment

The authentic assessment method of student evaluation is particularly well suited to vocational education. It connects the way schoolwork is assessed with the way knowledge and competence are judged in the workplace by focusing on tasks that are simultaneously meaningful to learners and linked to school and nonschool demands. Portfolios are one example of the authentic assessment method; they provide multiple, tangible forms of evidence of students' accomplishments in a format that is transferable to the job search process. Among the many areas of vocational education in which authentic assessment is suitable are technology, business, automotive, and technical education. Vocational educators developing authentic assessments must ensure that the assessments have the following characteristics: reflect learning theories, promote additional learning, use multiple measures (including kinetic and artistic), recognize that errors are intrinsic to learning, are sufficiently ambitious, and are rated by criteria that are clear and defensible. (An annotated bibliography of 24 print resources about authentic assessment in vocational education is included.) (MN)

ED 384 737 CE 069 351

Lankard, Bettina A.
Service Learning. Trends and Issues Alerts.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Career Development; *Models; Personality; *Personality Assessment; Personality Development; Personality Measures; *Personality Traits; Personnel Selection; *Professional Development; *Teamwork
IDENTIFIERS- *Five Factor Model of Personality

The first section of this monograph shows how, by analyzing the language of personality descriptors, researchers have identified five correlated groups of behaviors. It finds that the most popular formulation of the Five-Factor Model (FFM) is that of Costa and McCrae (1992) and that their nomenclature can be adapted to come up with a version for professional development. These five factors are described: Negative Emotionality, Extraversion, Openness, Agreeableness, and Conscientiousness. Six facets identified for each of these five factors are described. Section 2 presents how the FFM may be used in fostering individual development. It covers guidelines for use of FFM test scores in professional development, including the following: awareness of small interaction effects between all five personality dimensions and aging; the social context of the Big Five; when to use factors and when to use facets; and common themes among the various facets and factors. It also addresses using the FFM in individual coaching and counseling, in a classroom setting, and in personnel selection. Section 3 presents ways in which the Big Five model can be used in working with teams. It looks at how various kinds of relationships--from two-person teams to larger work teams--can benefit from taking time to study the effects of similarities and differences in personality traits among the people in relationships. Contains 21 references. (YLB)

ED 384 755   CE 069 403

Report of Seminars Conducted in China in 1992.
PUB DATE- Feb 93
NOTE- 96p.; Prepared for Foreign Investment and Loan Office, State Education Commission, People's Republic of China.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Course Content; Developing Nations; Foreign Countries; *Outcomes of Education; Postsecondary Education; Program Content; *Program Effectiveness; Program Evaluation; Program Improvement; *Vocational Education; *Workshops
IDENTIFIERS- *China

This report summarizes and evaluates seven seminars conducted for the Vocational Education Project in China during 1992. For each of the seven seminars, a report prepared by the specialists conducting the seminar is provided. These reports summarize the content of the seminar, note any problems encountered in conducting them, and suggest ways in which vocational education in China could be improved. Following the specialists' reports, summaries of participant evaluations are included for each seminar. This report also contains an overview of the information assembled from the seven seminars and the results of the evaluations completed by 353 seminar participants. Suggestions made by the participants to improve the seminars are included. In general, the participants' responses indicated they were satisfied with the seminars. Suggestions for improvement primarily involved preparation and translation, with more time suggested for preliminary translation and suggestions for better translation. (KC)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Advising; Annotated Bibliographies; *Classroom Techniques; Clearinghouses; Community Organizations; Community Services; *Counseling Techniques; *Disabilities; Educational Resources; Information Networks; National Organizations; Non English Speaking; Resource Materials; Special Needs Students; Teaching Methods; Technical Education; *Technical Institutes; *Tech Prep; Two Year Colleges
IDENTIFIERS- Partnership for Academic and Career Education SC

This handbook is intended to provide Tri-County Technical College (TCTC) faculty and staff with strategies and resources for teaching and advising students in special populations as defined in the 1990 Perkins Act. Listed first are general tips for setting a positive tone. The remaining three sections discuss the characteristics of students with the following special needs and classroom/counseling strategies for meeting those needs: physical disabilities (mobility-impaired, hearing-impaired, and visually impaired students); learning disabilities (disabilities affecting the learning of oral, written, math, and study skills); and limited English speaking ability. Appendixes constituting approximately two-thirds of the handbook contain the following: lists of services for special needs students available at TCTC and in the surrounding community; list of books and videotapes available through the Partnership for Academic and Career Education (PACE) office; and a booklet from the HEATH Resource Center detailing national resources for adults with learning disabilities. Included in the booklet are the following: guidelines for assessing students' needs and locating professionals to conduct assessments; learning disabilities checklist; annotated lists of 56 resource organizations and 20 resource publications. A wide variety of resource organizations are represented, including national resource centers, literacy organizations, employment services/networks, information networks, and agencies/programs providing postsecondary training and residential housing. (MN)

ED 384 775 CE 069 459

Integration of Vocational and Academic Learning through Tech Prep. Semi-Annual Performance Report. January 1, 1995-June 30, 1995.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 30 Jun 95
NOTE- 66p.; Small type in master plan will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *Articulation (Education); Curriculum Development; High Schools; *Integrated Curriculum; Nontraditional Students; Postsecondary Education; *Program Development; Program Effectiveness; Program Evaluation; Publicity; Student Recruitment; *Tech Prep; *Vocational Education
IDENTIFIERS- Florida (Orange County); Florida (Osceola County); Orange County Public Schools FL; Osceola County Public Schools FL

This document contains a performance report, a master plan, adult learner perspectives on Goal 6. It first describes the four purposes that drive adults' quest for skill and knowledge: literacy for access and orientation, literacy as voice, literacy as independent action, and literacy as a bridge to the future. It then describes how adults see their roles and responsibilities as workers, parents, and citizens. Finally, it links the pieces together, making clear why all four purposes must be addressed in every context in which adults are taught if they are to fulfill their rights and responsibilities as citizens and be prepared to compete in a global economy. Part II contains samples of the actual essays submitted by adult learners. They are divided into these sections: what it means to be literate, what it means to compete in a global economy, what it means to exercise the rights and responsibilities of citizenship, voices of adults on welfare, and voices of adults in prison and treatment centers. Appendixes include an overview of project process and methodology, an open letter, guidelines, and a list of participating programs. (YLB)

ED 384 793 CE 069 491

Implementing GNVQs. A Manual.
PUB DATE- 94
NOTE- 301p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Educational Certificates; Evaluation Methods; Foreign Countries; Marketing; Postsecondary Education; Program Design; Program Development; *Program Implementation; Standards; Student Certification; Student Evaluation; Student Recruitment; *Vocational Education
IDENTIFIERS- *General National Vocational Qualif (England)

This manual provides a comprehensive guide to college activities associated with the implementation of General National Vocational Qualifications (GNVQs) in Britain. Part A addresses GNVQ curriculum planning and management at the college level. This part includes the following sections: description of the context; questions that need to be addressed at the college level to provide a framework for the detailed planning by program teams and other staff; common systems that need to be established; resourcing decisions, including external funding, allocating internal resources, and facilities and equipment); and staff roles and development. Part B focuses on program design and delivery by program teams. Section 1 on program organization deals with design principles, year patterns, timetables, additionality, core skills, and work experience. Section 2 focuses on marketing and recruitment, including the context and methods. Section 3 describes the entry process from induction through initial diagnostic assessment and finally to action planning. Section 4 on learning deals with active learners, curriculum development, and supporting learning. Section 5 describes assessment and managing the assessment process as well as quality assurance and record keeping. Sample materials provided throughout the manual include examples of program plans, timetables, learning and assessment materials, and recordkeeping documentation. Appendixes include a list of 110 resources (with prices of documents indicated) and 16 sources of information. (YLB)

ED 384 794 CE 069 492

territory information systems with the requirements of the National Management Information and Statistics System (NATMISS) and the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). Section 2 describes project methodology. Section 3 on State and Territory Training Authority (STA) statistical systems describes their functions, STA computer systems and specifications, current and planned development work, and links with Technical and Further Education (TAFE). Section 4 focuses on the relationship between STA statistical systems and AVETMISS. It considers the impact of AVETMISS on the data level, mode of data dissemination, data quality, and national classifications; it also discusses development of the contract of training portion of the NATMISS Business Model and compares the existing data elements in the STA statistical systems with the AVETMISS attributes relevant to the contract of training area. Subsections provide comparative analyses of the AVETMISS with the data elements contained in the statistical systems in each state and territory. Section 5 presents National Classifications for the Contract of Training area in terms of two attributes: contract status and employer type. Section 6 focuses on differences in the statistical reporting by the STAs. Section 7 identifies issues in terms of gathering information for a national collection from organizations outside of the TAFE sector. Appended are sections on project brief, award category, contract type, and contract status reason. (YLB)

ED 384 812 CE 069 533

Selected and Edited Papers Presented at the National TAFE Senior Executives' Conference (Kooralbyn, Australia, October 7-8, 1993).
PUB DATE- 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Education; Educational Administration; *Educational Change; Educational Development; *Educational Research; Foreign Countries; *Indigenous Populations; *Policy Formation; Postsecondary Education; *Research Needs; Technical Education; *Vocational Education
IDENTIFIERS- Australia; New Zealand; TAFE (Australia)

Eleven papers from an Australian Technical and Further Education (TAFE) conference are included: "The TAFE System and the Training Reform Agenda" (Gregor Ramsey) raises issues to keep the impetus going for national system improvement and development. "Towards the Best of Both Worlds: Models for Governance of TAFE Colleges" (Ian C. Hill) suggests a collaborative organizational structure and culture. "The New South Wales Model of Governance of TAFE Facilities" (John Allsopp) describes institutional governance. "Tertiary Education and Training in New Zealand" (George Preddey) looks at forces and factors driving change, the nature of the change, and an outline of tertiary education and training. "Aboriginal Education and Training into the 21st Century" (John Lester) suggests how TAFE can include Aboriginal Australians in economic growth and prosperity. "The Role of Research in Policy Making" (Kenneth Wiltshire) addresses the nature of the policy process and of research and Australian research needs, achievements, and research gaps in vocational education. "Does Research Influence Policy?" (William C. Hall) looks at where

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Ancillary School Services; Children; Counseling Services; Curriculum Guides; Elementary Secondary Education; *Program Development; Program Evaluation; *Public Schools; *Pupil Personnel Services; *School Counseling; *School Counselors
IDENTIFIERS- *Alaska

School counseling programs touch all students, parents, and prospective employers. This guide describes a counseling model that can be used for grades K-12 in a variety of Alaskan school settings. It was developed by counselors who work in both itinerant and single school settings in rural and urban communities. The program is intended as a map to help school districts strengthen existing counseling programs. It describes ways to use resources and offers tips on documenting accountability. Staff development activities are presented to help counselors, administrators, and other staff members to work with students. The curriculum itself addresses three major areas: (1) acquiring and applying knowledge of self and others, such as communicating effectively, behaving responsibly, and developing group skills; (2) developing competencies in career and life planning, including problem solving, setting goals, and exploring career options; and (3) achieving educational success. The curriculum sequence is presented both by goal and by grade level. Numerous forms for time and task analysis; sample schedules and master calendars; guidelines for needs assessment; scope and sequence and curriculum; and program evaluation are also provided. A sample advisory board agenda and a sample materials inventory are included. (RJM)

ED 384 831 CG 026 282

State Reports.
PUB DATE- Apr 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; Children; *Elementary Secondary Education; Organizations (Groups); *Professional Associations; Professional Development; *Pupil Personnel Workers; *School Counselors; *School Social Workers; Social Workers; State Programs; State Surveys
IDENTIFIERS- Professional Activities

This report presents an update on school social work services in 8 of 13 states in the Western Alliance. Provided here are summaries of the nature of school social work in each state for 1995 (Arizona, California, Colorado, Hawaii, Idaho, Montana, Utah, and Washington). Included are the number of school social workers employed in each state, whether there is a state organization for school social workers, the types of students served, the average caseload, credentialing or certification processes, the number of graduate schools of social work in the state, the number of school districts in the state and how many of these hire school social workers, other job titles for school social workers, the status of school linked services in the state, salary schedules, the presence of a state lobbyist for school social workers, membership dues, public relations material used, relationships with the state chapter of the National Education Association, conference dates, employment

NOTE- 83p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Literacy; Minority Groups; *Parent Participation; *Parent School Relationship; *Parent Workshops; Primary Education; Program Effectiveness; *Staff Development
IDENTIFIERS- Family Literacy

A practicum was designed to increase participation of families in home-school literacy activities. The school was located in a suburban village in the northeastern United States. Data indicated that many families of first- and second-grade minority students who were bused to the school for integration purposes were not participating in home-school activities. A target list of families was established and a comprehensive solution strategy to increase family participation was implemented. The solution strategy consisted of: (1) parent workshops to help families understand how they can be involved; (2) staff development to support parent involvement efforts; and (3) individual meetings with families to develop individual plans for family literacy. The program was coordinated by the school psychologist. Positive outcomes included substantial gains in the participation of minority and non-neighborhood families as well as increased family participation in academic activities (e.g. homework completion and projects). Family participation in other activities (e.g., parent workshops and PTA activities) remained low. Positive outcomes are interpreted as being more a result of the dynamic interactions that developed between home and school than in the specific activities. A combination of leadership and personal attention to teachers and families created a momentum for action which led to improved communication and increased family participation. (Contains 37 references. Appendixes present teacher interview questions, a blank individual family plan for literacy, three notices of parent workshops, outlines and objectives of parent workshops, and tips for parents who want to help their children become readers. (RS)

ED 384 852 CS 012 201

Gunter, Dorothy L.
Improving Vocabulary of Second Grade Second Language Learners through a Read Aloud Program.
PUB DATE- 95
NOTE- 73p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Grade 2; Listening Comprehension; *Listening Skills; *Oral Reading; Primary Education; *Reading Aloud to Others; *Second Language Learning; Skill Development; Student Needs; *Vocabulary Development
IDENTIFIERS- *Nonnative Speakers; Trade Books

A practicum was designed to improve the oral/aural vocabulary which would eventually improve the reading vocabulary of second language learners. The practicum, implemented in a second grade by a media specialist who counted on the cooperation of the classroom teacher, consisted of a read-aloud program in which the students read daily from a variety of trade books. Subjects were 26 students who had already completed an English-as-a-Second Language program and were considered to be at an independent level in English. Pre- and posttests were administered which recommended reading and listening levels for a frustration, instructional, and independent level of

Idea of Transformative Texts.
PUB DATE- Mar 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Writing; Females; *Feminism; Higher Education; *Politics; Reader Response; *Realism; *Writing Evaluation
IDENTIFIERS- Aesthetic Reading; Critical Pedagogy; Postmodernism; Text Factors; *Writing Style

Much has been written about evaluating student writing in the composition classroom, but there is still a tendency, in the creative writing classroom, to enact unanswered assumptions about what makes a story or a poem "good." If experimental or postmodern fictional writing is not inherently apolitical, neither is it inherently political, subversive, transformative--in other words "good" writing. It should be given the scrutiny that will reveal the profound cultural, epistemological, maybe even ontological challenge that, according to E. Garber, is present within "good" works of this kind. And it should not be automatically privileged over more representational writing--what some call realistic or traditional writing--simply on the basis of its form. It must be acknowledged that experimental works do not necessarily offer a more serious challenge to the status quo, a greater transformative power, than do representational works that, in Garber's words, "don't represent correctly." It is possible to use traditional or representational forms to new ends. What are the "texts that women are actually reading and writing?" Sindiwe Magona writes from her own experience in South Africa. But in the wake of poststructuralism, words like "experience," of course, become problematic--as the individual's "experience" or position as a "subject" becomes solely a product of language. Rita Felski argues that feminist theorists must "develop an analysis of the subject that is able to account for the emancipatory potential of the women's movement as a politics that has been strongly grounded in the dynamics of everyday life." (Contains 12 references.) (TB)

ED 384 873   CS 214 934

Hinnefeld, Joyce
Feminism and Scholarly Publishing: Perils and Possibilities.
PUB DATE- Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Publishing; *Females; *Feminism; Higher Education; Library Acquisition; Library Funding; Scholarship; *Writing Evaluation; *Writing for Publication
IDENTIFIERS- *Scholarly Writing; Writing Style

It is time for scholars in the fields of feminist theory and composition studies, taking off from the kinds of institutional critique that are at the very roots of their disciplines, to shown that universal schooling is the most important underlying mechanism by which modern societies seek to create social cohesion. However, because discourse is power, membership in a discourse community confers power and privilege. Some are included, some are left out, unvoiced and disempowered. One of postmodernism's clearest tenets is the power of discourse to enact hegemony, to insist upon acquiescence to the dominant discourses of a culture and to exclude voices that are different or other. Various efforts have been made to rescue the idea of community in the classroom in a postmodern age, most notably by Kenneth Bruffee and David Bleich. Also, feminists such as Carol Gilligan and Mary Belenky, similarly, have suggested dialogic pedagogy of collaboration intended as an alternative to a more oppositional, argumentative model. However, these theorists do not adequately discuss the sources and nature of the cohesion that could keep classroom groups functioning while preserving diversity. This is a fundamental question that theorists must address--how can students in a pluralistic classroom be motivated to form a cohesive whole? (Contains 5 notes and 19 references.) (TB)

ED 384 891 CS 214 955

Calderonello, Alice
The Contradictions of Professionalization.
PUB DATE- Mar 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Part Time Faculty; *Professiona' Development; *Professional Recognition; *Research; Rhetoric; *Status Need; Writing (Composition); *Writing Instruction
IDENTIFIERS- Educational Issues; Professionalization

For the last several decades the academic discipline of rhetoric and composition has been trying to re-imagine itself, in part in response to the process of professionalization. Unfortunately, the yearning for recognition in a system that does not respect disciplines that are practical or applied has led to some consequences. First, as a consequence of professionalization, the process of specialization has accelerated; further, the various areas of specialization are not equal: those that are more theoretical receive more prestige and respect than those that are applied or practical. Second, as a consequence of professionalization, the discipline now offers more graduate courses for more graduate students, which means more professionals in the field and more professional competition for recognition. Third, more research means fewer classes taught; those taking up the slack are exploited part-time faculty. Finally, as a consequence of professionalization, those who write will increasingly concern themselves with writing and citing others who write (or even themselves), and attention and resources will be directed away from those committed to students and the practical issues involved in teaching them. (TB)

ED 384 892 CS 214 956

Calderonello, Alice
Rhetoric/Composition: Separate but Not Equal.

Grades; *Intervention; Keyboarding (Data Entry); Skill Development; Word Processing; *Writing Improvement; *Writing Skills
IDENTIFIERS- *Writing Development

A program was developed and implemented to improve fourth graders' writing skills in conjunction with the State Writing Assessment Test. The objectives for the program were for 80% of the students to improve their writing scores by a minimum of 0.5 point using the State Writing rubric as the guideline; to increase students' understanding of the Narrative and Expository forms of writing by 80%; and to increase the typing and keyboarding ability of the students by 20%. The target group of 25 students in a mid-sized elementary school in a large, culturally diverse metropolitan area was immersed in a Writer's Workshop and participated in a plethora of developmental writing activities, including word processing and a keyboarding skills program. All program objectives were met, with the target group improving in all areas. (Contains 18 references. Appendixes present data, various work sheets, activities, and samples of students' writing.) (Author/RS)

ED 384 910 CS 214 985

Ammer, Christine
Fruitcakes & Couch Potatoes, and Other Delicious Expressions.
PUB DATE- 95
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Historical Materials (060),Books (010)
DESCRIPTORS- Definitions; *English; *Etymology; Figurative Language; *Food; Language Research; *Language Usage; Social Influences
IDENTIFIERS- *Colloquialisms; *Historical Explanation

This book explains the usage of more than 1,000 food-related expressions in everyday English. The 13 comprehensive chapters of the book cover the entire alphabet of food phrases from "soup to nuts" (or as in the index, from "above the salt" to "zest") as well as cooking and dining terms. The book provides many food expressions probably used by generations of 18th and 19th century schoolmasters to describe doltish students, such as "chowderhead," "muttonhead," "cabbagehead," and culminating in "puddn'head"--immortalized by Mark Twain in 1893 in his novel, "Puddn'head Wilson." The book also points out the origin of "egghead," which first surfaced in England and meant only a bald man but was soon extended to mean intellectual achievement--the newspaper columnist Joseph Alsop popularized the expression in the United States in 1952 to describe the Democratic candidate Adlai Stevenson, both bald and intellectual. The book unearths another expression dealing with school and education, recounting that in "America Eats," Nelson Algren noted that "stew" was a beverage popular with early Illinois settlers (it resembled a hot toddy, containing whiskey, sugar, spices, butter, and water), and that the last day of school was celebrated with a party at which the schoolmaster sometimes overindulged in this beverage--hence, "to be stewed." As a reference, this book would be a useful addition to any writer or student's home library. (NKA)

ED 384 911 CS 214 986

Soffree-Cady, Flore
A Pedagogical Theory and Practice for College Writing Courses and

preparing a speech. Students are evaluated and graded based on how they have adhered to the 12 steps. The instructor usually offers the combination lecture as the first in a series of lectures on the speech preparation process. The combination strategy gives instructors an effective instrument to use during speech evaluation, helps instructors make better use of class time, aids students in becoming more efficient with their time, and gives instructors a quick way to evaluate students. (A condensed version and a detailed version of the 10 phases of general speech preparation, and a draft preparation outline are attached.) (RS)

ED 384 928 CS 508 970

Wirths, Claudine G.; Bowman-Kruhm, Mary
The High Tech Road to Making an Oral Report.
PUB DATE- 17 Jun 95
NOTE- 8p.; Paper presented at the National Education Computing Conference (Baltimore, MD, June 17, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Computer Uses in Education; Electronic Mail; Information Sources; *Public Speaking; Reinforcement; *Research Skills; Secondary Education; Secondary School Students; *Visual Aids
IDENTIFIERS- *Oral Presentations

Using the "3 R's of Reporting" (Research, Reinforce, Rehearse) provides the process secondary students need to overcome their fear of making oral presentations. Much of this anxiety can be reduced by teaching students to use electronic supports for the research, preparation, and delivery of oral reports. Online bulletin board systems, electronic mail, and the telephone are three nonprint sources that students can use during their research for their reports. Students can also use "reinforcers"--props that give substantive support to the oral presentation. Examples of reinforcers include computer-generated time banners, post cards, and book marks. For the third R (Rehearse), students can use camcorders to rehearse their presentation, helping them avoid mannerisms; practice giving out the reinforcers; and learn what to do when they make a slip. (An appendix presents an outline and brief description of the 3 R's of Reporting.) (RS)

ED 384 929 CS 508 971

Chenail, Ronald J.; And Others
Constructing Relationships in Post-Divorce Therapy.
PUB DATE- May 95
NOTE- 33p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; *Change Strategies; *Communication Problems; Conflict Resolution; Divorce; Higher Education; *Interpersonal Communication; *Language Role; Models
IDENTIFIERS- *Communication Patterns; *Conflict Management; Family Communication; Family Therapy; Nova Southeastern

Hanson, Trudy L.
A Comparison of Leadership Practices Used by Male and Female Communication Department Chairpersons.
PUB DATE- Apr 95
NOTE- 40p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Communication Skills; Comparative Analysis; *Department Heads; Higher Education; *Leadership; *Sex Differences
IDENTIFIERS- Gender Issues

A study focused on the administrative training and leadership practices used by communication chairpersons. Of particular interest is the comparison of leadership practices of male and female chairpersons and how those practices are influenced by the length of term as chair, the size of the institution, the size of the department, whether or not the chair exerts budgetary or programmatic control, and tenure. A 68% response rate was achieved from a random sample of 265 communication chairpersons proportioned by gender. Results indicate that the percentage of women communication chairpersons increased to 27%. Chairpersons surveyed scored highest in the leadership practices of Enabling Others to Act and Encouraging the Heart, two practices reflective of feminine leadership style. (Contains 27 references, 6 tables, and 6 figures of data.) (Author/RS)

ED 384 947 CS 508 998

Samp, Jennifer A.
The Intercultural Communication Negotiation Simulation: An Instructional Model for Teaching/Training Intercultural Communication Skills.
PUB DATE- May 95
NOTE- 39p.; Version of a paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Class Activities; Communication Research; *Communication Skills; *Cultural Differences; Higher Education; *Intercultural Communication; Models; *Simulation
IDENTIFIERS- *Communication Strategies; *Negotiation Processes

The intercultural reality of the global marketplace necessitates effective intercultural communication and diplomatic skills training. An effective educational strategy must emphasize a balanced enhancement of learners' conceptual understanding of intercultural communication, their attitudes toward cultural differences, and the skills required for intercultural encounters. This paper introduces an instructional strategy that answers this call for intercultural communication skills training. The Intercultural Communication Negotiation Simulation (ICNS) model is an 11-step instructional tool that gives learners a primary context to explore strategies surrounding intercultural communication and negotiation. In the model, learners create an original culture and develop collaborative communication strategies in an actual negotiation education aid. Other negative factors will be continued strong competition for state tax dollars from corrections and health programs and conservative state tax policy. Legalized gambling is no panacea for hard-pressed state budgets, and property tax prospects are not improving. A dynamic economy will benefit schools in selected states, but the overall economic growth rate is likely to be moderate at best. Some states will shift reliance away from property taxes. Five revenue tables are included. (MLH)

ED 384 967 EA 026 857

Standards Guidelines. Safety in Oregon Schools. OAR 581-22-706.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disabilities; Elementary Secondary Education; *Emergency Programs; Fire Protection; Guidelines; Laboratory Safety; Natural Disasters; Safety Education; School Accidents; *School Safety; *State Standards
IDENTIFIERS- *Oregon

This document contains guidelines that help Oregon schools meet the components of Oregon Administrative Rule 581-22-706, Emergency Plans and Safety Programs. The standard mandates that Oregon schools shall maintain a comprehensive safety program for all employees and students. School districts may alter the guidelines provided in this guidebook to fit local needs. Information is presented on classroom safety instruction, safety for the disabled, fire and earthquake safety and emergency procedures, emergency preparedness, building and site inspection procedures, building modifications, laboratory and playground safety, and vehicle safety-inspection procedures. A list of sources of help is provided. Sample policies and procedures are offered for the following: a comprehensive safety program; emergency plan; accident-prevention instruction; and safety devices, instruction, and inspections. Sample forms, checklists, and curriculum-safety handouts are also provided. (LMI)

ED 384 968 EA 026 858

Cuttance, Peter
The Contribution of Quality Assurance Reviews to Development in School Systems. Draft.
PUB DATE- Dec 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Educational Assessment; *Educational Quality; Elementary Secondary Education; Foreign Countries; *Institutional Evaluation; Organizational Development; *School Effectiveness; Self Evaluation (Groups); Total Quality Management
IDENTIFIERS- *Australia (New South Wales); *United Kingdom

This paper discusses key aspects of the British experience with school review and evaluation, which influenced the development of the South Australian framework for school evaluation. The discussion combines the requirements of accountability and development within a framework of quality assurance. The paper

22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; Administrator Role; Analysis of Variance; Elementary Secondary Education; *Leadership; Leadership Styles; Multivariate Analysis; *Principals; Regression (Statistics); *School Restructuring; *Supervisory Methods; Teacher Administrator Relationship
IDENTIFIERS- *Israel

This paper presents findings of a study that explored the changing roles of principals and other school leaders in Israel as the system moves toward autonomous school organization. Specifically, the study examined the extent to which principals employed supervisory behaviors, teacher-activating behaviors, and school-restructuring initiatives. Data were gathered from a survey of about 550 graduates of 12 educational administration classes (1981-92) at a large urban university in Israel. A total of 218 surveys were returned, a response rate of almost 40 percent. Overall, two configurations emerged from the data. The first was that personal encouragement of teachers to enhance their participation in school management was common in more strictly organized and authoritarian school organizations. The second was that a combination of supervisory climate and consensual leadership more often characterized principals of restructuring schools. Findings indicate that school restructuring required more time, energy, and thought than did teacher empowerment. Furthermore, school-improvement activities were not related to teacher-activating behaviors. The assumption that increased teacher autonomy and professional authority contributes to teacher productivity was not substantiated. Surprisingly, restructuring behaviors appeared to be supplemented by intensive supervisory behaviors. It seems that school restructuring is an administrative accomplishment whose success depends on the principals' administrative authority, vision, and leadership. Two tables are included. Contains 15 references. (LMI)

ED 384 987 EA 026 888

Enger, John M.; And Others
Violence Prevention in the Middle Level Curriculum: Student Characteristics and Acquisition of Knowledge about Violence.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; Discipline Problems; Early Intervention; Grade 7; Interpersonal Competence; Junior High Schools; *Knowledge Level; Middle Schools; *Prevention; School Security; *Violence

This paper presents findings of a study that examined the effects of a violence-prevention program on students' acquisition of knowledge about violence. The violence-prevention program, an adaptation of the Prothrow-Stith (1987) curriculum model, was implemented in seventh-grade health-education classes in a rural Mississippi River-delta community. Instead of working only with at-risk students, all students received instruction in violence prevention and conflict resolution. In a random, teaching team, the structures and symbols created by the teachers supported collaborative opportunities. In the final analysis, teacher orientation (their value dispositions) proved the most important in sustaining collegial community. (LMI)

ED 385 005 EA 026 909

Zigler, Ted A.
A Case Study Evaluation of the Reflective Process in a Preparation Program for Educational Administrators.
PUB DATE- Oct 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Adult Learning; Cognitive Processes; *Critical Thinking; *Educational Administration; Experiential Learning; Higher Education; *Leadership Training; Problem Solving; Self Evaluation (Individuals); Student Journals; Thinking Skills

This paper presents findings of a case study that examined the reflective process in an educational-administration preparation program. Data were gathered from interviews with students enrolled in the program and analysis of their journals and classroom discussions. The Administrator Development Academy (ADA) is a 6-week preservice program designed to recruit talented teachers who might be interested in an administrative career, provide them with a knowledge base and communication skills, and promote the adult development of the subjects. The program is based on the concepts of adult learning and is a very experiential learning program. Students reported that they found the concept of reflection difficult to grasp in the early stages of the course. However, most experienced gradual acceptance and an understanding of the process by the end of 6 weeks. Most of the subjects felt that personal reflection came to be very important to them, and they enjoyed the time devoted to the process. It seems that an administrative knowledge base is needed as well as a general education base of experiences, and as this base is built and expanded, the cognitive structures can be changed--and thus the patterns of thinking of oneself with one's environment. Valuable program tools included guided reflection, trust-building for effective group reflection, the use of standard diagnostic instruments for feedback, and the writing of philosophy statements before and after the course and weekly journals. One figure and a sample reflection log and self-evaluation matrix are included. Contains 18 references. (LMI)

ED 385 006 EA 026 910

Cramer, Susan; Lampe, Scherie
State and National Goals: Are They Aligned?
PUB DATE- 13 Oct 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Objectives; *Educational Policy;

postulated by Howard Gardner are also discussed. Teachers are urged to: (1) teach students about the brain; (2) explain the whole picture before starting a unit; (3) adapt material for the poor reader; (4) outline and organize for students with dominant right hemispheres; (5) adapt for students with auditory, visual, and kinesthetic, right/left hemispheric learning modalities; (6) hold high positive expectations and guarantee success; (7) use discipline based on principles of preventing downshifting; and (8) set up the classroom to maximize fairness and caring. Problems with grading are discussed. Contains six references. (DB)

ED 385 022 EC 304 050

Lee, Young-Yon
Violent Students with Disabilities and School Responsibilities.
PUB DATE- Feb 95
NOTE- 14p.; In: The Oregon Conference Monograph 1995. Volume 7; see EC 304 046. The figures contain broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Court Litigation; *Disabilities; *Discipline; *Due Process; Educational Legislation; Elementary Secondary Education; Expulsion; Federal Legislation; *Individualized Education Programs; Legal Responsibility; *School Responsibility; Special Education; Suspension; *Violence
IDENTIFIERS- Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This paper is intended to provide school officials and teachers with the necessary legal background, procedural requirements, and guidance for appropriate implementation of individualized educational programs (IEPs) with violent students with disabilities. Specifically it addresses: (1) the legal background of special education under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973; (2) required procedures and issues related to discipline, including procedural safeguards, due process, notice, evaluation, IEP development, placement, placement changes, the stay-put provision, the Jeffords amendment, and preliminary injunction; and (3) discipline and proper IEP implementation including long-term suspension and expulsion, required procedures for the discipline of students, determination of the relationship between misconduct and disability, short-term suspension, case laws regarding discipline and IEP implementation, and discipline and IEP components. Flow charts illustrate appropriate discipline procedures in different situations. (Contains 28 references.) (DB)

ED 385 023 EC 304 051

Osterman, Dean N.; Krug, David A.
Put the Professional Portfolio into Focus for Individual and Special Education Applications.
PUB DATE- Feb 95
NOTE- 8p.; In: The Oregon Conference Monograph 1995. Volume 7; see EC 304 046.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Impairments
IDENTIFIERS- *Puerto Rico

Recent efforts to develop Spanish-based adaptations for alternate computer input devices are considered, as are their implications for Hispanics with disabilities and for the development of language sensitive devices worldwide. Emphasis is placed on the particular need to develop low-cost high technology devices for Puerto Rico and Latin America as a way to increase accessibility to assistive technology (AT). Efforts of leaders in Puerto Rico to access AT for different age groups and disabilities are discussed, along with cultural, economic, and language barriers. Details are provided regarding redesigning the standard computer keyboard specifically for processing Spanish text. Specific programs that were developed for people with visual impairments are summarized, along with adapting a switching device to accommodate individuals with motor disabilities to allow playing video games, for example. Adaptations of electric cars to benefit the child with disabilities and development of voice input devices for assistance with typing are also described. Some accomplishments of the Puerto Rico Assistive Technology Project during the first year are discussed, along with difficulties that have been encountered previously and plans for the future. (SW)

ED 385 042 EC 304 075

Lipsky, Dorothy Kerzner; Gartner, Alan
The Evaluation of Inclusive Education Programs.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Disabilities; Educational Improvement; Educational Research; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Outcomes of Education; *Program Effectiveness; Program Evaluation; School Effectiveness; Social Integration; Special Education; Student Behavior

This bulletin summarizes research on the benefits of inclusive education programs; provides data on the current status of special education; and considers studies of individual inclusion programs, state and district studies, and the effects of inclusion on students without disabilities. The research and evaluation data on inclusion indicate a strong trend toward improved student outcomes (academic, behavior, and social) for both special education and general education students. It is suggested that the drive for upgrading standards and the inclusion of all students in these reforms has created tension for educators. A point of congruence between the school effectiveness efforts and those promoting inclusion is that a new approach must become part of a restructured educational system. Districts conducting successful restructuring programs that include all students have identified the following key factors: visionary leadership; collaboration; refocused use of assessment; supports for staff and students; funding that is sufficient and "follows the student," and effective parent and family involvement. (Contains 57 references.) (SW)

ED 385 043 EC 304 076

Provisions for Youth with Disabilities in Higher Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Accountability; *Change Strategies; *Disabilities; Educational Assessment; *Educational Change; *Educational Objectives; Educational Policy; *Educational Practices; Elementary Secondary Education; Government School Relationship; Literacy; State of the Art Reviews

This report analyzes 40 reports published in 1993 and 1994 that reflect current national education reform initiatives. Included are three types of reports, addressing: the status of education as reflected in student outcomes, academic standards, and reform initiative implementation. Fifteen of the 40 reports address the current status of education; of these, 10 are comprehensive and cover many indicators while the remainder include reports on literacy, secondary education trends, and teacher surveys. Four documents address the desired outcomes of education and concern science literacy and national standards for geography, history, and arts education. The remaining 21 documents address the following: general issues and recommendations surrounding any reform effort; specific concerns arising from educational reform; level of federal involvement; accountability; vocational education; opportunity to learn; and standards and assessments. For each report, information is provided on: contents of the report; organizational source; whether the report contains references to students with disabilities; additional resources; and how to obtain the report. A list of publications and products of the National Center on Educational Outcomes is appended. (Contains 127 references.) (SW)

ED 385 061 EC 304 094

Erickson, Ron; And Others
State Special Education Outcomes: A Report on How States Are Assessing Educational Outcomes for Students with Disabilities, 1994.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Administrators; *Disabilities; *Educational Assessment; *Educational Objectives; Educational Policy; Elementary Secondary Education; Evaluation Methods; National Surveys; *Outcomes of Education; Program Development; School Districts; Special Education; State Departments of Education; Statewide Planning; *Student Evaluation; Student Participation
IDENTIFIERS- *Goals 2000; National Center on Educational Outcomes

Results of a 1994 survey of state directors of special education are presented for 47 states, 7 protectorates, and the District of Columbia. Four major issues were surveyed: the effects of activities outlined in Goals 2000 on state special education service delivery systems; efforts that states are making to develop learner goals and related assessments; how broadly the National Center on Educational Outcomes model of educational outcomes and indicators has been disseminated and used within

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Change; Child Behavior; Decision Making; *Drug Therapy; *Hyperactivity; Outcomes of Treatment
IDENTIFIERS- *Ritalin

This guide provides information to help parents decide whether their child with attention deficit hyperactivity disorder (ADHD) should take methylphenidate hydrochloride (Ritalin). Information is provided in a question-and-answer format on various concerns, including: the meaning of ADHD, whether Ritalin is overprescribed, when this medication is appropriate and who can prescribe and monitor it, what research indicates about the effects of Ritalin, how to know if the medication is working, the effects of medication on family functioning, different forms and dosages of Ritalin, the effects of Ritalin on attention span and impulse control, effects of medication on social behavior and academic performance, age at which the medication can be started and whether it helps adults with hyperactive behavior, documented side effects of Ritalin, and unusual negative results that have been reported about Ritalin use. Points for the parents to consider are summarized: the effects of Ritalin can be linked to the adequacy of dosage and regularity of intake; symptoms return once the medication wears off; along with the medication, behavior management and parent education or counseling are important; the medication may facilitate the application of behavior management to improve control over ADHD symptoms; and at some point medication will be stopped. (Contains 31 references.) (SW)

ED 385 081 EC 304 114

Brozovich, Richard; And Others
Does My Child Have Attention Deficit Disorder? How Parents Can Help in Diagnosis.
PUB DATE- Sep 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Clinical Diagnosis; *Disability Identification; Educational Diagnosis; Elementary Secondary Education; Evaluation Criteria; *Hyperactivity; Intervention; *Parent Participation; Parent School Relationship; Student Evaluation

This parent guide provides information concerning the diagnosis of attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD), explains how parents can be involved in diagnosis, and examines possible concerns of parents. Two case studies are included. Possible signs of ADD or ADHD are identified, as are additional criteria pertaining to how long the symptoms have persisted, the severity of symptoms, and the existence of school or relationship problems. Steps that may be taken if ADD or ADHD are suspected include: discussing concerns with the teacher, continue observing the child, trying interventions, and requesting a professional evaluation for the child. Key points to a comprehensive enhancing family member participation on policy-making bodies. Major issues are identified, including the need to involve more family members in the policy process, issues of survival as conflicting with parental desires for policy-making involvement, and whether parent involvement actually changes the service system. Eight appendices include copies of the instruments used in the study, survey data, and other related project materials. (DB)

ED 385 100   EC 304 134

Briggs, Harold E.; Koroloff, Nancy M.
The DRIVING FORCE: The Influence of Statewide Family Networks on Family Support and Systems of Care. Statewide Family Advocacy Organization Demonstration Project, 10/90 - 9/93 Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- Nov 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advocacy; Child Advocacy; Delivery Systems; *Emotional Disturbances; Emotional Problems; *Family Involvement; Human Services; *Information Networks; Mental Disorders; *Mental Health Programs; Needs Assessment; Parent Participation; Program Effectiveness; Program Evaluation; *Social Support Groups; State Programs
IDENTIFIERS- Family Support

This report highlights the progress of the 15 statewide family advocacy projects funded by the Center for Mental Health Services of the U.S. Substance Abuse and Mental Health Services Administration during the 1993 fiscal year. Section 1 provides an historical background and a summary of the interim report. A qualitative description of the progress of each project for the 1992-93 fiscal year is then provided for Georgia, Hawaii, Kansas, Minnesota, Mississippi, Montana, Nebraska, New Jersey, New Mexico, North Carolina, Pennsylvania, Texas, Vermont, Virginia, and Wisconsin. A summary of the collective experiences, barriers, and challenges of the 15 statewide family networks during this period is presented in section 3. Section 4 provides a quantitative assessment of the states' progress over the 3 project years on a selected number of variables chosen by the individual states. The major areas of advancement as well as the major challenges facing each of the statewide family networks are discussed in section 5. These include the need to reach out to underserved populations, to develop resources, to provide family support, to change the system of care, and to develop the infrastructure. An appendix presents details of the quantitative results. (DB)

ED 385 101   EC 304 135

Newell, S. Susan; And Others
Collaboration in Interprofessional Practice and Training: An Annotated Bibliography.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- Sep 94

of the image of San Francisco Javier at the pueblo of Mayacoba, confrontations between non-indigenous and indigenous populations, descriptions of local festivals and ceremonies, and folkloric tales. The fifth chapter contains a Spanish-Pima vocabulary. A brief bibliography is included. (MSE)

ED 385 119 FL 022 936

Lin, Hsiang-Pao
A New English Teaching Design for Adult Taiwanese Learners.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Class Activities; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Listening Comprehension; Oral Language; *Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *Taiwan

This paper provides a new teaching design that addresses difficulties in listening and speaking aspects experienced by Taiwanese adults when learning English and addresses the special needs of this learning group. The design was developed to solve these learning difficulties through integration of certain aspects of three existing teaching methods: audiolingualism, total physical response, and communicative language teaching. The new method stresses the development of listening and speaking, and writing competence. The role of the teacher is defined as a needs analyst, director, and counselor; students are listeners, performers, and negotiators. With highlighted features of the other two teaching methods, the Communicative Language Teaching method serves as the core of the new design. Various activities and small group work were used to focus learners' attention on the development of listening and speaking abilities. A detailed 2-week unit plan of 6 classes for intermediate adult English learners is provided to illustrate the method. (Contains 18 references.) (Author/NAV)

ED 385 120 FL 023 094

Alfred, Irlande
ESL in the Mainstream: Challenges and Possibilities.
PUB DATE- Mar 94
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cooperative Learning; *Educational Needs; Educational Strategies; Elementary Education; *English (Second Language); Foreign Countries; Higher Education; Identification; *Limited English Speaking; Literacy Education; *Mainstreaming; Second Language Instruction; *Student Needs; *Teacher Education

A discussion of English-as-a-Second-Language (ESL) instruction in the mainstream classroom focuses on teacher training needs to

The discussion of bilingualism and bilingual education focuses on three common concerns: (1) whether children will suffer if they become bilingual; (2) whether they will suffer from education using two languages; and (3) whether bilingualism and bilingual education are more successful when chosen or when imposed on a population. The three questions are examined from educational and psychological perspectives. The first is addressed in a review of research on intelligence and cognitive processes. Studies of bilingual education in Ireland, Scotland, England, Wales, Canada, and the United States are referred to in relation to the second concern. Theory and research on the interrelationship of bilingualism with attitudes and motivation are then explored. The final chapter reviews a number of theories in these diverse areas, concluding that no single theory or approach reflects a universal perspective. Contains 14 pages of references and indexes. (MSE)

ED 385 140 FL 023 132

Griffee, Dale T.
Classroom Testing for Teachers Who Hate Testing: Criterion-Referenced Test Construction and Evaluation.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Criterion Referenced Tests; Foreign Countries; Higher Education; *Item Analysis; Language Tests; Norm Referenced Tests; Statistical Analysis; *Student Evaluation; *Test Construction; Testing; Weighted Scores
IDENTIFIERS- Japan

This paper introduces criterion-referenced tests (CRTs), compares them with norm-referenced tests (NRTs), discusses how they can be evaluated and revised, and presents a study of an actual class and textbook test evaluation using CRTs. NRTs have dominated testing methodology since the mid-1970s; an example is the Test of English as a Foreign Language (TOEFL). CRTs are much less well known; they determine the amount of material learned rather than spreading students out along a continuum of general ability. In foreign language learning, NRTs measure general language proficiency; CRTs measure specific objectives. NRTs are of little help in diagnosing students' strong and weak points, assessing achievement, or evaluating programs. CRTs, which can be designed and evaluated by using item analysis, serve much better in these areas. The test used in the study was designed by a teacher with many years experience in teaching English as a Second Language. Unfortunately, the test described and shown, using CRT with item analysis, is found to be ineffective. Specifically, the test lacked institutional goals, forcing reliance on the textbook, rather than course objectives, for test construction. (Contains 13 references.) (NAV)

ED 385 141 FL 023 136

Adegbija, Efurosibina
Language Attitudes in Sub-Saharan Africa: A Sociolinguistic Overview. Multilingual Matters 103.
PUB DATE- 94
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation

document examines current thinking regarding knowledge and control in workplaces emphasizing flexible production systems, flexible technology, and a flexible work force. The following topics are discussed: the rhetoric of public and private sector reports; mass production technologies and the rise of Fordism (alienation and the transformation of work); organization of work in Japan (dual labor markets, gender and the labor market, and just-in-time production systems); and educating flexible workers (education and training in the national interest and the resurgence of human capital theory, high technology and education, and skills in the workplace). The first part of the document contains 159 references. The following papers constitute approximately two-thirds of the document: "Flexible Production Systems and Regional Development" (A. J. Scott); "Fordism's Unknown Successor: A Comment on Scott's Theory of Flexible Accumulation and the Re-emergence of Regional Economies" (J. Lovering); "Towards Flexible Skill Formation and Technological Literacy: Challenges Facing the Education System" (J. Mathews, G. Hall, H. Smith); "The Australian Trade Union Movement and Post-Fordism" (I. Campbell); "Circuits of Capital and Industrial Restructuring: Adjustment in the Australian Clothing Industry" (J. A. Peck); and "The Limits to 'Japanisation': Just-in-Time, Labour Relations and the UK Automotive Industry" (P. Turnbull). Each paper contains references. The document also contains an eight-item annotated bibliography. (MN)

ED 384 701   CE 067 745

Newcombe, Jude
Literacy at Work: The Workplace Basic Education Project Model of Delivery. EAE646 Language and Literacies: Contexts and Challenges in the Workplace.
SPONS. AGENCY- Victorian Education Foundation.
PUB DATE- 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Advisory Committees; Classroom Techniques; Curriculum Development; *Delivery Systems; Educational Change; Educational Needs; Educational Objectives; Foreign Countries; *Literacy Education; Models; Needs Assessment; Numeracy; Politics of Education; Program Development; Program Evaluation
IDENTIFIERS- *Australia; *Workplace Literacy

This publication is part of the study materials for the distance education course, Language and Literacies: Contexts and Challenges in the Workplace, in the Open Campus Program at Deakin University. The document traces the historical development of Australia's Workplace Basic Education Project (WBEP) model for taking literacy provision into the workplace, examines selected integral aspects of the model, and considers selected issues in developing and delivering workplace literacy programs. The introduction provides an overview of key moments in the WBEP's development since its establishment in 1984. Among the topics discussed in the five sections are the following: origins of the WBEP (developments in the adult literacy field, the political and industrial context, and other programs); challenges encountered during development of the WBEP (advisory committees, field work, identification of target audiences, and project goals); the WBEP delivery model (needs surveys; the planning group; program evaluation; and provision

This workbook, which is designed primarily for secondary school administrators involved in planning youth apprenticeship programs, explains approaches to youth apprenticeship that have evolved from operation of the Pickens County Youth Apprenticeship Initiative (PCYAI) in Easley, South Carolina. Discussed first are guiding principles regarding the following: youth apprenticeship; tech prep; working structures; standards and portable credentials; insurance, apprentice wages, and labor/union issues; relationship to other types of work-based learning; role of secondary schools, employer sponsors, and postsecondary institutions; and planning youth apprenticeship programs. Presented next is a six-page program planning checklist covering the following items: building interest and setting a direction; developing the program (governance, administration, and budget; school and work-based curricula; guidance and student support services; mentor training and program support activities; and postsecondary oversight and awarding of credentials); and evaluating/expanding the program. Appendixes constituting approximately 75% of the guide contain the following: flowcharts diagramming the Partnership for Academic and Career Education Tech Prep and other apprenticeship program models; insurance and child labor law information; 38-item bibliography of resources and names/addresses of 23 exemplary apprenticeship program sites; PCYAI training agreement; program planning form, budget form; list of PCYAI secondary-level workplace competencies; and tables of contents of PCYAI student and mentor handbooks. (MN)

ED 384 719 CE 069 294

Women: The New Providers. Whirlpool Foundation Study, Part One.
SPONS. AGENCY- Whirlpool Foundation, Benton Harbor, MI.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Background; *Employed Women; *Employee Attitudes; Employment Practices; *Family Work Relationship; Futures (of Society); Sex Role; *Values; Work Attitudes; Work Ethic

A study conducted interviews with a nationally representative sample of 1,502 women, as well as focus groups across the country, to develop a new portrait of women's views on family, work, society, and the future. On several key questions, their views were compared to a representative group of 460 U.S. men and representative samples of 1,005 women and men in Canada and 499 women and men in Mexico. Findings indicated that women were the "new providers." Most women fully accepted the provider role--both its nurturing and economic aspects. Family remained at the core of what was important for all women. Education was critical to how women fared. It predicted not only her earnings and benefits, but attitudes toward her life and the vision she had for the future. Women brought to work what the workplace needed, but they were not getting what they needed in return. Women were very concerned about employers providing fewer benefits and about the difficulty of integrating work and family life. Working fewer hours, which both men and women preferred, reduced the likelihood of having the benefits families needed. Rhetoric about family values was misplaced. Women felt that the current debate about family values should focus on valuing families of all types and the way people behaved toward each other, not the structure of the families in which they live. Women called for a more caring society. They

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Education; *Educational Benefits; *Educational Objectives; *Educational Principles; *Education Work Relationship; Elementary Secondary Education; Postsecondary Education; *Public Service
IDENTIFIERS- *Service Learning

Service learning is defined as a teaching/learning method connecting meaningful community service experiences with academic learning, personal growth, and civic responsibility. It is associated with various school-to-work transition efforts, including apprenticeship, tech prep, outcome-based education, and substance abuse and dropout prevention. As a form of work-based learning, service learning parallels many job training efforts. The concept of service learning first emerged in the Progressive Education movement of the early 1900s. The recent renewal of interest in service learning was reflected in the National and Community Service Trust Act of 1993. Service learning differs from volunteerism in that it requires a deliberate connection between service and academic learning and thoughtful reflection on the service experience. Charity and change are two orientations to service learning activities. Service learning and school-to-work initiatives are mutually compatible and offer similar benefits, including enabling environments in which employability skills may be developed, work-based experiences in a community setting, and collaboration between educators and community groups. (An annotated bibliography of 15 print resources about service learning and a list of 4 resource organizations are included.) (MN)

ED 384 738 CE 069 353

Ohio's Action Agenda for Adult Literacy: A Progress Report.
PUB DATE- 95
NOTE- 19p.; For earlier report, see ED 374 216.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Adult Basic Education; *Adult Literacy; Advocacy; Agency Cooperation; Agency Role; Annual Reports; Change Strategies; Coordination; Data Collection; Educational Change; Educational Cooperation; *Educational Objectives; Educational Research; Educational Resources; Financial Support; Information Dissemination; *Literacy Education; *Program Development; *Program Improvement; Public Relations; State Agencies; *Statewide Planning
IDENTIFIERS- *Ohio

This report summarizes the activities conducted in 1994 in relation to the 23 recommendations included in Ohio's Action Agenda for Adult Literacy. The recommendations are grouped into the following categories: coordination/collaboration, public awareness, research, program resources and support, advocacy/funding, and accountability. Some of the recommendations are as follows: establish a state-level task force on literacy; establish state-level literacy goals,

ED 384 756 CE 069 405

Lewis, Theodore; And Others
Workplace Literacy--Is There a Role for Vocational Institutions?
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Case Studies; *Literacy Education; On the Job Training; *Program Effectiveness; School Business Relationship; *School Role; Vocational Education; *Vocational Schools
IDENTIFIERS- *Workplace Literacy

A project examined five case studies of workplace literacy initiatives. The research sought to understand better what happens within workplace literacy programs--what are their premises and claims, their curricular stances, and their approach to teaching and learning--with the intent of resolving the basic question of whether vocational institutions can claim uniqueness or a comparative advantage over other providers in the workplace literacy enterprise. Case studies were conducted at the following sites: (1) a hospital service workers' project; (2) a high tech manufacturing company's basic skills project; (3) basic skills program for nonsalaried bank workers; (4) English as a second language for immigrant service workers in a hotel; and (5) a nontraditional vocational institution focused on workplace literacy. Based on interviews, document examination, on-site observation, and a review of literature, the research supported hypotheses that vocational institutions would have a comparative advantage in workplace literacy programs because of the following: (1) they have a long tradition of collaborating with industry to derive workplace-based curricula; (2) they have a history of catering to diverse and marginalized populations among whom could be found enclaves of illiteracy; (3) they provide both initial and upgraded training geared to lifelong learning; and (4) they offer basic skills in the functional context of technical skills. (The report includes 111 references and 3 appendices: overview of the hospital reading on-the-job course, practicing menu reading, and 4 tables.) (KC)

ED 384 757 CE 069 407

Bavaro, Mary Ellen; And Others
Is Your State Working? Diagnostic Guides for Workforce Development. Investing in People Project.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- Jan 95
NOTE- 62p.; For other Investing in People documents, see ED 370 241, ED 373 262, and CE 069 408.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Economic Development; *Evaluation Methods; Futures (of Society); Labor Economics; *Labor Force Development; Labor Needs; Labor Supply; Labor Utilization; *Program Evaluation; *State Programs

objectives, and an evaluation plan for a project in which Valencia Community College (Orlando, Florida) is to facilitate increasing cooperation between vocational and academic departments and move toward integrating vocational and academic courses in high schools and postsecondary institutions in Orange and Osceola counties in Florida. During the 6-month reporting period of the project, a total of 43 vocational and academic faculty participated in at least 3 staff development activities related to academic-vocational integration. A total of 128 faculty members also participated in educators-in-industry professional development activities. Progress was made toward developing integrated curriculum strategies, new secondary programs of study in public service and marketing and integrating them into postsecondary programs, involving faculty in tech prep workshops. In addition, public information was disseminated through four 30-second and 2-minute videotapes (one each for parents and one each for business and industry), and recruitment strategies were being developed. Adults who were affected by military downsizing (n=200) were identified and mailed information about tech prep opportunities. Recruiting of nontraditional students also was continuing during this project reporting time. Evaluation activities were being conducted continually. (KC)

ED 384 776 CE 069 460

Workplace Literacy Interview Guide. Judging the Quality and Effectiveness of Literacy Providers. Workforce Tools.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Aug 95
NOTE- 34p.; For related documents, see ED 378 406-407, ED 380 555-556, CE 068 865, CE 068 928-929, and CE 069 461.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Evaluation Methods; Guidelines; *Interviews; *Literacy Education; Models; On the Job Training; Program Effectiveness; Program Evaluation; Program Improvement
IDENTIFIERS- *Workplace Literacy

This interview guide can be used to determine whether a workplace literacy provider has the skills to develop and deliver a successful workplace literacy program that will meet the needs of a business and build the productive capacity of its employees. It can be used to assess the capabilities of a wide variety of literacy providers, including those from community colleges or universities, nonprofit organizations, and private consulting firms. The guide was developed from a list of best practice guidelines constructed by nationally recognized workplace literacy professionals, business people, and union representatives. The interview guide is divided into seven sections. The introductory section explains the purposes of the guide, defines workplace literacy training, and lays out the structure of the guide. The second section explains how workplace literacy training fits within the larger context of workforce and workplace change, and it lists other collaborative products designed to help small and midsized companies in their change efforts. The third and fourth sections provide instructions on using the guide and introduce the seven interview questions. In the fifth section, the types of questions a business should be asking the providers who are

Byatt, Janet; Davies, Karen
Basic Skills Support in Business and Industry.
PUB DATE- Oct 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Delivery Systems; Educational Needs; Educational Opportunities; Educational Practices; *Education Work Relationship; Foreign Countries; Job Analysis; *Literacy Education; Minicourses; Models; Needs Assessment; Numeracy; Open Education; Program Development; Program Evaluation; *School Business Relationship; Staff Development; Task Analysis; *Training Methods
IDENTIFIERS- *England; Job Coaches; Wales; *Workplace Literacy

This guide is designed as a tool for English and Welsh businesses wanting to provide basic skills training for their employees. It provides practical solutions to the problems of identifying employees' basic skills needs and selecting the best model of training delivery to address identified training needs. The introductory section discusses basic communication and numeracy skills, literacy and numeracy skill levels in selected countries, and the problems experienced by business and industry because of employees with inadequate basic skills. Presented in section 2 are guidelines for performing the following tasks related to needs assessment: identifying whether an organization has basic skills problems; assessing needs by using the standard form BS5750/ISO9000 (British and international quality control standards), production target monitoring, screening procedures, and job or task analysis; and promoting basic skills support in the workplace. Section 3 details the steps involved in selecting and implementing the best model of training delivery for a given organization: adapting training materials for short courses; setting up short courses, job coaching, staff training in basic skills support, and open and distance learning; and evaluating basic skills support. Concluding the guide is a list of 12 related publications. (MN)

ED 384 795 CE 069 493

Creating a Literate Future. A National Forum on Strengthening Policies and Partnerships for Adult Education and Training for Native Americans/Alaska Natives (St. Paul, Minnesota, October 12-14, 1995).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 3 Mar 95
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Vocational Education; *Alaska Natives; *American Indians; Basic Skills; Cherokee (Tribe); Conferences; Cooperative Planning; Educational Attainment; Educational Needs; Educational Objectives; Educational Planning; Educational Policy; Educational Practices; Employment Level; Employment Patterns; Enrollment; *Job Training; *Literacy Education; National Programs; Navajo (Nation); *Partnerships in Education; *Policy

research leads. "School-TAFE Interface" (William C. Hall) analyzes current and needed research. "Current Research Issues in Competency-Based Assessment" (Peter Thomson) addresses the relationship between competency-based assessment (CBA) and learning and assessors, assessor training, and recognition of prior learning. "Flexible Delivery" and "Non-TAFE or Private Providers" (David Lundberg) summarize completed, current, and needed research in these areas. Appendixes list research needs, priorities, and questions. Many papers contain references. (YLB)

ED 384 813 CE 069 535

Decker, Carol A.
Marxism: The Relationship to Today's Work and Training.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administration; Adult Education; Career Development; *Employer Employee Relationship; *Job Training; Labor Force Development; *Marxian Analysis; *Marxism; Organizational Climate; Quality of Working Life; *Work Environment; Working Class

As society becomes more accepting of unfamiliar cultures, Marxism must be reexamined for its relationship to current management styles and its potential worth in training and the work environment. The educational method of Marxism emphasizes discussion over lecture. Marxism proposes that general education is the key to having a classless society. It recognizes the need to educate workers, but Marxist leaders fear an attraction to more knowledge and democracy if such a breakthrough would occur. Two facets of Marxism seem contradictory. First, Marxism recognizes the working class but limits their productivity by providing general knowledge and a limited expansion of hands-on skill opportunities. Second, Marxism promotes the ideals of change but blocks out the notion of a propagandist who can offer meaning or relevant knowledge to the masses. If compared to U.S. businesses, this scenario seems very familiar. Organizations need workers and their productivity but are ill prepared or fearful to provide the necessary knowledge through training. Moreover, management has consistently stifled the creativity, productivity, and ambition of workers. Organization leaders are doing nothing more than supporting the Marxist philosophy. Employees are asked to support the company without formative questions. For these reasons, Marxism will not be a wave of the future for U.S. businesses. Two positive notes from the Marxist era are recognition of change and discussion as an educational technique. Contains two references.) (YLB)

ED 384 814 CE 069 536

Decker, Carol A.
Organizational Development and Its Role in Providing Aesthetically Pleasing Work for the Future.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Aesthetics; *Career Development;

opportunities, suggestions in finding jobs, and trends and issues for school social workers in the state. For comparative purposes, the leadership conference report for 1990, which assessed social work in western states, appears in the back. (RJM)

ED 384 832 CG 026 283

Effectiveness of Drug and Alcohol Programs Administered by the Department of Education: 1991-1992 Annual Report.
PUB DATE- Nov 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Alcohol Abuse; Children; *Drug Abuse; Drug Education; *Elementary Secondary Education; *Prevention; *Program Evaluation; State Action; *State Programs
IDENTIFIERS- Drug Free Schools; *New Jersey

This report describes the outcomes of three grant programs administered by the New Jersey Department of Education's drug and alcohol prevention education and intervention: (1) the Substance Awareness Coordinator (SAC) Program II; (2) the Emergency Grant Program; and (3) the Drug-Free Schools and Communities Act (DFSCA). The impact of core team training sponsored by the department is also analyzed. The SAC program was a 3-year competitive program which provided funds to 64 districts to hire a staff member to coordinate all aspects of a drug and alcohol education program. The program served over 12,000 students in efforts directed toward intervention, training, and curriculum development. The Emergency Grant Program provided funding to seven targeted districts to hire one full-time coordinator to include parents and the community in the districts' prevention efforts. The DFSCA program likewise gave funds to district for prevention and intervention services. Some of the targeted youth here included those experiencing academic failure and emotional problems, and student athletes. The Core Team Training established interdisciplinary committees to address the problems of chemically affected youth. Core teams utilized one-on-one counseling and other strategies to help students master intervention skills. Statistical profiles and results of the programs are provided in 22 tables and 20 figures. (RJM)

ED 384 833 CG 026 285

Drugs and the Brain.
PUB DATE- Jun 91
NOTE- 28p.; Adapted from the "Medicine for the Public" series by the National Institutes of Health. Color illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Patterns; *Brain Hemisphere Functions; Drug Abuse; *Drug Addiction; *Drug Education; Drug Rehabilitation; *Health Education; Illegal Drug Use; *Neurology; Physiology; *Substance Abuse
IDENTIFIERS- *Brain Functions

instruction, as well as a writing vocabulary test. Flyers were developed for community speakers and school wide programs; and for recommended read-aloud lists for recently published titles for various age levels. Faculty members were encouraged to read aloud to their respective classes. "Buddy" readers were trained to read and listen to the participating second-grade class--each second grader had his/her own buddy. Other teachers also changed their attitudes on the importance of reading aloud. Data analysis revealed that students' oral/aural vocabulary and reading vocabulary increased, and the school principal has instituted a regular read-aloud portion to the existing reading program. (Contains 46 references. Appendixes include a read-aloud packet listing various genres and age-appropriate books, and a parent night notice in English and Spanish.) (NKA)

ED 384 853   CS 012 202

Gibboney, Richard A.; Thrush, Allan L.
Why the CoRT and Instrumental Enrichment Thinking Skills Programs Will Not Improve Thinking.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Learning Strategies; Problem Solving; Program Descriptions; Program Effectiveness; *Thinking Skills
IDENTIFIERS- *Cognitive Research Trust; Instrumental Enrichment

The skills taught in the Cognitive Research Trust (CoRT) program and the Instrumental Enrichment (IE) program are unlikely to transfer to thinking in the regular curriculum. The exercises in these programs might be fun to do, but the thinking required is done outside the context of significant subject matter in the humanities and the sciences. The conclusion that the skills are not transferable is based on 20 of the 24 criteria established in the monograph "Toward Intellectual Excellence: Some Things To Look for In Classrooms and Schools." These criteria integrate thinking within the school subjects, while the CoRT program and the IE program create their own subject matter in isolation. The CoRT program teaches 60 skills and can be used with students from age 6 to adult because thinking skills are the same for any age, according to CoRT's developers. However, it is the position of this paper that CoRT's content is superficial and gimmicky. Instrumental Enrichment loses itself in the Platonic universe of abstract geometric shapes--70% of the content in IE deals with pristine geometric figures and spatial orientation. If the practical problem in CoRT and IE is transfer, the theoretical problem is their error in defining thinking as "skill." Thinking is a process and not an object that can be defined by its parts. Thought, like a child, is best nurtured in its "family setting" of socially significant subject matter and the problems that arise in the course of living. (Contains one note and seven references.) (RS)

ED 384 854   CS 012 203

Neeley, James L.
Reading and Writing in the Content Area.
PUB DATE- 89
NOTE- 84p.
LANGUAGE- English

turn their attention to their own writing. What is it that makes "good" writing? How it is decided what is published and what is not? Despite the large numbers of women in the field of composition studies, white males still seem to control the publishing industry. To counter this perceived bias, many journals have now instituted a policy of blind review, but Theresa Enos asks whether blind review really stands to correct a long-standing bias if in fact women's ways of composing are different from men's. Another pressing issue in the world of academic publishing today is the dwindling market due to cutbacks in budgets. Interviews with editors at academic publishing houses shows that they are expecting to publish many fewer books in the future because libraries simply do not have the funds to purchase as many new books as in the past. These editors also spoke about the necessity of "accessibility"--the growing need for scholarly books to reach a wider and more general market than they have in the past. The time is ripe for scrutinizing some of the myths underlying the publishing industry, particularly the myth of equal chances. (Contains 12 references.) (TB)

ED 384 874   CS 214 935

Espey, David
Childhood and Travel Literature.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Childhood Interests; Childrens Literature; Literary Criticism; Literary Genres; Pastoral Literature; *Romanticism; *Travel
IDENTIFIERS- Aesthetic Reading; *Journey Literature; *Travel Literature

If children are not present in most travel literature--precisely because the genre has most typically been the domain of solitary male travelers who are escaping domestic obligation, routine, the familiar, and the family--they nevertheless are an integral part of the genre. The traveler is in many ways a child, an innocent abroad. Traveler writers enact again and again the archetypal journey of the child's leaving home. They are often in the position of children, like students learning a new language. Unfamiliar with foreign customs, currency, or terrain, they can be gullible and easily led, dependent on the kindness of strangers and vulnerable to parasites and touts who hang around train stations and hotels. Since the chance for genuine travel is rare for children, childhood is a time of vicarious travel--through reading and fantasy. The seeds of the desire to travel are sown in childhood. The literary return to the idealized and instinctual realm of childhood parallels many journeys of modern travel writers away from the industrial world to the pastoral, including D. H. Lawrence and Bruce Chatwin. Other writers such as Paul Theroux and Graham Greene are more skeptical of the idyllic vision of childhood and travel. (Contains 12 primary references to travel literature.) (TB)

ED 384 875   CS 214 936

PUB DATE- Mar 95
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Departments; Females; Feminism; Higher Education; *Rhetoric; Rhetorical Theory; Scholarly Journals; *Tenure; Tenured Faculty; *Theory Practice Relationship; *Writing (Composition); Writing for Publication; Writing Instruction
IDENTIFIERS- Educational Issues; *Faculty Attitudes

There is a growing movement within the field of "rhetoric and composition" to separate the more theoretical, abstract, and prestigious rhetoric from the more practical composition. Evidence cannot irrefutably prove that professionalization is creating an opposition between the two elements of the discipline with a privileging of rhetoric, but there is no doubt that the discipline has increasingly privileged theory over practice. A short list of observations suggests what effect this privileging has been having on women in the field: (1) the ratio between men and women in scholarly journal publications does not reflect that of the profession in general; (2) Theresa Enos has found that more men publish in scholarly and theoretical journals, more women in journals concerned with the practical issues of teaching; (3) men hold twice as many tenure-track positions, despite the fact that over half the doctorates earned are by women; and (4) in response to a call to the "unheard voices" in the field, 47 responded versus 21 men. (TB)

ED 384 893 CS 214 957

Sullivan, Francis J.
Resisting Cultural Literacy: Student Re-presentations of Self in a Great Books Course.
PUB DATE- Mar 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Core Curriculum; *Cultural Differences; *Cultural Literacy; Higher Education; *Student Attitudes; Student Surveys; Undergraduate Students; *World Literature; Writing (Composition)
IDENTIFIERS- Educational Issues; Great Books Curriculum; *Temple University PA

A study interviewed 28 students enrolled in a great books course at Temple University. While interviews did not follow a strict formal pattern, they all covered 4 areas: (1) student interpretations of overall purpose of the course; (2) the influence the course had on the student; (3) which texts were "enjoyable," "difficult" or "engaging"; and (4) how the student saw him- or herself doing in the course. Each interview lasted about an hour. Three patterns of response emerged. First, while the students readily acknowledged the value of the course in terms consistent with the course rationale, they were much less ready to acknowledge its influence on them personally. Second,

Writing across the Curriculum Courses: A Social Constructionist Perspective on Learning through Argument.
PUB DATE- Aug 87
NOTE- 281p.; Ph.D. Dissertation, University of Louisville.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *College English; Higher Education; Models; *Reading Writing Relationship; *Student Needs; Teaching Methods; *Theory Practice Relationship; Undergraduate Students; *Writing Instruction; *Writing Processes
IDENTIFIERS- Academic Discourse; *Writing Development; *Writing Thinking Relationship

To provide a writing pedagogy grounded in theory, a teaching method was developed which sequenced certain types of assignments. The classification of types and the organizational structure of the sequences were based on a teaching model that draws upon theories from various disciplines. Although the teaching activities are not new in themselves, what is new is the teacher's awareness of purposes underlying these activities. The pedagogy aims at improving thinking through writing. It is based on two models, one educational-cognitive-developmental, the other one logical-rhetorical. The educational theory model is expanded with cognitive developmental theories to create a social constructionist based model for cognitive and ethical growth for ages 18 and beyond. A logical model for informal argument is expanded with rhetorical theories to create a social-constructionist based model for communication. The developmental model and the argument model are then connected through the pedagogy: the sequence in which the argument model is taught corresponds closely to the phases of the developmental model. Furthermore, the teaching sequence is geared to systematically address conventional composition concerns such as invention, organization, revision, and concern with audience. Four possible applications of the pedagogy are presented as guidelines for teachers. The pedagogy relies on reading to introduce and on writing to explore different perspectives on a variety of topics. Because of its emphasis on the relationship between reading and writing, the pedagogy lends itself to use in freshman composition as well as across the curriculum on all levels. (Contains 46 references and 4 appendixes with pedagogical models.) (Author/NKA)

ED 384 912 CS 214 987

Goebel, Bruce A., Ed.; Hall, James C., Ed.
Teaching a "New Canon"?: Students, Teachers, and Texts in the College Literature Classroom.
PUB DATE- 95
NOTE- 265p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *College English; *Cross Cultural Studies; *Cultural Differences; *Cultural Pluralism; Curriculum Development; Higher Education; Literary Criticism; *Literature Appreciation; Undergraduate Students; Writing Instruction
IDENTIFIERS- *Comparative Literature; Educational Issues; Literary Canon

Based on the idea that expanding the literary canon has to mean more than simply incorporating "nontraditional" texts into literature courses, this book presents essays that address such issues as text selection, course design, and the effects of

University FL

This paper introduces a post-divorce therapy project in which therapists focus on communication patterns and help families resolve their problematic post-divorce situations by co-creating more useful ways of dealing with their disputes and conflicts. The paper also examines how therapists attempt to construct alternative relationships with and between the co-parents. The paper first details the background of this post-divorce therapy project, reporting how since 1988 Nova Southeastern University's (NSU) Department of Family Therapy has been working with Florida's 17th Judicial Circuit to create a number of innovative, court-connected clinical projects. The paper notes that the major influence on the language-sensitive approach used in the clinical project has been the writing of Gregory Bateson--especially his assessment of how relationships are built through language. The central section of the paper consists of excerpted transcripts of a therapy session, recounting the conflicts in the mother, the father, and the therapists' actual words. The paper points out that careful reiteration of the theme of "the child's best interests" finally allows for a lessening of conflict and hope for better relations in the future. The paper concludes with some structural changes for the therapy project which should allow for more effective ways of helping families to work through their difficulties and begin life again after divorce. (Contains 13 references.) (PA)

ED 384 930   CS 508 972

Austin, Erica Weintraub; Johnson, Kristine Kay
Direct and Indirect Effects of Media Literacy Training on Third Graders' Decision-making for Alcohol.
PUB DATE- May 95
NOTE- 40p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Alcohol Education; Analysis of Variance; Audience Response; *Critical Thinking; *Critical Viewing; *Decision Making Skills; Drinking; Early Intervention; Grade 3; Health Education; *Mass Media Effects; Media Research; Multivariate Analysis; Primary Education; Risk
IDENTIFIERS- *Media Literacy

One major challenge for intervention regarding alcohol is to target children with age-appropriate strategies while predictive risk and protective factors are still forming. Most intervention research has focused on children of preadolescent or adolescent ages, but recent work suggests that interventions may be most effective with children prior to their first experience with making drinking decisions. A study therefore evaluated the effectiveness of a media literacy lesson on 246 third graders from a northern midwestern town. The subjects were randomly assigned to four groups. The hypothesis that critical viewing training would affect children's perceptions of alcohol norms, alcohol portrayals in advertising, and alcohol-related behavior, was tested via one-way analysis of variance (ANOVA) and multivariate analysis of variance (MANOVA). The MANOVA, which tested for within-subject change over time between pretest and posttest, was significant only for perceptions of realism. The ANOVAs, however, showed significant group differences at posttest for the treatment and situation. The paper introduces the ICNS model and presents a case study illustrating the model's implementation. Appendixes present guidelines for introductory intercultural negotiation, and a report on the two cultures developed along with their first negotiation scenario assignment. Contains 22 references. (Author/RS)

ED 384 948 EA 026 744

Mulholland, Lori A.; Bierlein, Louann A.
Understanding Charter Schools. Fastback 383.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Educational Innovation; Elementary Secondary Education; *Governance; *Institutional Autonomy; Nontraditional Education; Partnerships in Education; Privatization; *School Organization; *School Restructuring; State Action; State Legislation
IDENTIFIERS- *Charter Schools

Charter schools may provide part of the answer to increased demand for restructuring and school accountability/autonomy. This handbook describes in detail the organization and operation of charter schools. Chapters define charter schools, describe their appeal and the approval process, present a model charter-school structure, discuss innovative state legislation regarding charter schools, provide samples of charter-school programs, and outline the creation and operation of a charter school. A chapter titled "The Effect of Charter Schools" notes the following observable trends: (1) school environments are being created in response to student and parent desires; (2) numerous at-risk students are being served; (3) unique business and community partnerships are being formed; (4) larger percentages of existing funds are being focused on instruction; (5) ripple effects are becoming visible across the broader system; and (6) charter schools are not immune from problems. A conclusion is that organization is one of the most time-consuming tasks; however, those people involved with charter schools see it as a bold reform with great promise. One figure is included. (LMI)

ED 384 949 EA 026 781

Crampton, Faith E.; Whitney, Terry N.
State School Finance Litigation and Legislation 1994: A Summary and an Analysis.
PUB DATE- Apr 95
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Court Litigation; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; *Finance Reform; School Support; State Aid; *State Legislation

With regard to school finance legislation, 1994 was an active year with 13 cases decided and over 100 pieces of legislation passed. This paper provides a summary and analysis of state describes shortcomings of the internal review (self-evaluation) process and the HMI (Her Majesty's Inspectors) external assessments for schools in the United Kingdom. School review systems have a dual focus--accountability and development. Internal approaches have traditionally been directed at development, and external approaches have tended to focus on accountability. In response to deficiencies of the internal and external approaches used in Great Britain, the former Inner London Education Authority (ILEA) developed an internal-external school-review plan, which also experienced implementation problems. Since 1989, South Australian schools have been required to develop school-development plans (SDPs), which schools use in conducting annual internal reviews of their planning and development. Studies have indicated that schools often needed assistance in implementing plans. A combination of external and internal review is recommended. Internal school reviews should be essentially formative, identifying the fundamental processes and organizational structures most important to student learning. External reviews should be summative, be conducted every 3 years, evaluate performance of the system as a whole, and provide comparative information to schools. One figure is included. (LMI)

ED 384 969   EA 026 859

Hickey, Robyn J.
Transition: School-to-Work.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Board of Education Role; *Cooperative Education; *Cooperative Planning; *Education Work Relationship; Elementary Secondary Education; Federal Legislation; *Partnerships in Education; *School Business Relationship; Standards
IDENTIFIERS- Goals 2000; School to Work Opportunities Act 1994

The School-to-Work Opportunities Act of 1994 and the Goals 2000: Educate America Act both encourage the creation of school-to-work partnerships. This article outlines the design of effective school-to-work programs and the roles of its participants. Three components of school-to-work programs include work-based learning, school-based learning, and connecting activities. The article describes hands-on activities for local school boards, the kinds of grants available to states and local communities, and the role of the employer community. A conclusion is that the creation of school-business partnerships should remain a voluntary, local matter. Through personal and direct business contacts, local school boards can play a strong leadership role in forming the most effective school-to-work programs. A sidebar offers recommendations for the National Skills Standards Board, which was established by Goals 2000: (1) conduct board actions on a regional basis; and (2) facilitate voluntary partnerships to develop skill-standards systems. (LMI)

ED 384 970   EA 026 860

Smith, Stuart C.; Stolp, Stephen
Transforming a School's Culture through Shared Vision.

two group pre-test/post-test design, six seventh-grade health-education classes (N=130) were divided into three classes serving as the experimental group (N=64) and three classes serving as the control group (N=66). Students in the experimental group showed a significant gain in test performance, averaging an increase of 7 correctly answered questions on the 40-item test. Experimental-group students answered significantly more items than did control-group students in the areas of violence in society, homicide, risk factors, anger, the expression of anger, fighting, what leads to a fight, and alternatives to fighting. Gains in test scores were positively correlated with students' socioeconomic status, GPA, and SAT composite scores. Gains in test scores were negatively correlated with the number of disciplinary referrals. Four tables are included. (LMI)

ED 384 988 EA 026 889

Meek, Anne, Ed.
Designing Places for Learning.
PUB DATE- 95
NOTE- 213p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Disabilities; Educational Environment; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Facility Utilization Research; Physical Mobility; Space Utilization; Spatial Relationship (Facilities)

This book presents information about the condition of schools around the United States. It also describes the link between architecture and academic success and offers suggestions for improving the design of existing and future school buildings. Eleven articles look at schools as places of deep meaning and show how that view can alter approaches to the design, construction, and renovation of schools. Following the preface, "The Importance of the School as Place," by Anne Meek, the articles include: (1) "Systemic School Reform: Implications for Architecture" (Edward B. Fiske); (2) "Design Patterns for American Schools: Responding to the Reform Movement" (Gary T. Moore and Jeffery A. Lackney); (3) "Place as a Form of Knowledge" (Steven Bingler); (4) "Using Cultural Information To Create Schools That Work" (Sara Snyder Crumpacker); (5) "Revitalizing an Older School" (Harold L. Hawkins); (6) "Crow Island School: 54 Years Young" (Anne Meek with Steven Landfried); (7) "Planning Your School's Technology Future" (Bob Valiant); (8) "How Schools Are Redesigning Their Space" (Anne Taylor); (9) "Opening Doors for Students with Disabilities: A Photo Essay" (Krista W. Barton with DeeLynn Smith); (10) "Buildings Matter: The Connection between School Building Conditions and Student Achievement in Washington, D.C." (Maureen M. Berner); and (11) "Wasting Our Assets: The Costs of Neglecting the Nation's Education Infrastructure" (Andrew C. Lemer). Each chapter contains references. A list of resources (written and contact organizations) is included. (LMI)

ED 384 989 EA 026 890

Ingersoll, Richard; Rossi, Robert

Elementary Secondary Education; *Federal Legislation; *State Standards; Statewide Planning
IDENTIFIERS- Illinois; Iowa; *National Education Goals 1990; Wisconsin

Much energy has been invested into identifying educational goals at the national, state, and local levels. When a plethora of goals exist, the chances of all goals being achieved decreases as economic and human resources are not channeled toward a narrowly defined end. This paper presents findings of a study that explored the alignment of federal and state goals in three midwestern states--Wisconsin, Illinois, and Iowa. Methodology involved content analysis of state and national documents. In each state, a strong similarity between the state and national goals existed, though none matched perfectly. The most common national goal lacking at the state level was goal 2, which addresses school completion. Other goals that were not specifically mentioned by all states include being first in mathematics and science, adult literacy and lifelong learning, and drug- and alcohol-free schools. Recommendations are made for higher education preparation programs, business and industry, government, K-12 educational systems, and families. If the infrastructure of the educational enterprise is to be responsive to national and state goals, it is critical that a clear articulation process for dissemination is espoused by the proponents. Appendices contain the national and state educational goals and a state and national goal matrix. Contains 14 references. (LMI)

ED 385 007   EA 026 911

Griswold, Philip A.; And Others
Total Quality Schools Implementation Evaluation: A Concerns-Based Approach.
PUB DATE- Aug 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); *Educational Quality; Elementary Secondary Education; Evaluation Methods; Organizational Development; *Program Implementation; *Resistance to Change; School Districts; *Total Quality Management
IDENTIFIERS- Total Quality Schooling

This paper presents findings of a study that assessed the implementation of Total Quality Schooling (TQS) using a concerns-based model in an Ohio school district. The Stages of Concern Questionnaire (SoC) was sent to all faculty, staff, and administrators in the district to identify employees' concerns, attitudes and perceptions about the program. A total of 588 out of 900 questionnaires were returned, a 65 percent response rate. Overall, employees expressed concerns that identified them as nonusers of TQS. They were aware of and had concerns about the nature of TQS. Respondents expressed great personal concerns, especially those related to status, reward, and potential effects on respondents. Other concerns included the degree of cooperation required and the nature of others' participation in TQS. All groups expressed a low degree of concern for student consequences. The data indicate that the district was in the early stages of implementation. It is recommended that the district: (1) focus inservice training on the tangible application of TQS; (2) increase employees' understanding of the customers and effects of the program on them; (3) make personnel participation voluntary; (4) give participants flexibility in interpreting and applying the

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; *Disabilities; Elementary Secondary Education; Individualized Education Programs; Mainstreaming; Pilot Projects; *Portfolio Assessment; Portfolios (Background Materials); *Professional Development; *Teacher Evaluation
IDENTIFIERS- Oregon

This article focuses upon the use of the portfolio as a tool to assess professional performance in beginning classroom teachers and in special education applications. An Oregon pilot study, the Beginning Teacher Assessment Model (BTAM) for elementary teachers in their second or third year in the classroom, is described. The BTAM relies extensively on a portfolio to establish the knowledge and competencies of the teacher. Its purpose is to design an individualized professional development plan for each beginning teacher. Each portfolio contains required video and work sample components as well as optional components such as lessons of classroom instruction, letters from supervisors, personal statements and reflections, and accounts of professional experiences and work related to the school community. The portfolio review process is conducted by assessors who receive 2 days of training. The evaluation is an important part of the Standard Licensure process. Teachers are also encouraged to display evidence of their instructional competencies with students who have individualized education programs. Suggestions are offered for ways to show examples of professional competence in the following competency areas: (1) planning for instruction; (2) establishing a classroom climate conducive to learning; (3) implementing instruction; and (4) evaluating pupil achievement. Contains four references. (DB)

ED 385 024 EC 304 052

Bulen, Julia; Bullis, Michael
Development of Transition Programs for Adolescents with Serious Emotional Disturbances.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 95
NOTE- 16p.; In: The Oregon Conference Monograph 1995. Volume 7; see EC 304 046.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Community Based Instruction (Disabilities); Demonstration Programs; *Education Work Relationship; *Emotional Disturbances; Inservice Teacher Education; *Program Development; Program Evaluation; Secondary Education; *Technical Assistance; *Transitional Programs; Vocational Education; Work Experience Programs

This paper reports on an ongoing 3-year project which has worked with three school sites to identify program and staff needs and then develop a tailored intervention to improve program services for adolescent students with severe emotional disturbances (SED). Necessary characteristics of effective transition programs for this population are discussed, including school-based location, interagency involvement, specialized staff training, attention to multiple problems simultaneously, fundamental academic instruction, social skills

DC.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; College School Cooperation; College Students; Community Services; *Disabilities; *Educational Legislation; Educational Opportunities; *Educational Policy; *Federal Legislation; Higher Education; Student Financial Aid; *Student Personnel Services; Telecommunications
IDENTIFIERS- *Higher Education Act Amendments 1992

This newsletter considers provisions for youth with disabilities through the Higher Education Amendments of 1992. Some of the provisions directly relate to youth with disabilities who are in transition from secondary to postsecondary education, while other provisions of the amendments can help high school teachers and support services staff improve their skills in preparing and counseling youth with disabilities for the transition to higher education. The legislation allows for development of programs serving students with disabilities that involve partnerships between schools, colleges, and universities. Specific provisions also allow college work-study students to perform mentoring and support services to students with disabilities. Urban community service grants can be made to colleges to address problems faced by individuals with disabilities. The legislation outlines direct financial aid provisions, with special provisions for youth with disabilities. Information is included on services that can be funded through a Student Support Services program. Provisions for public information and for telecommunications services and a national clearinghouse to broaden awareness of postsecondary education opportunities are also described. (SW)

ED 385 044 EC 304 077

Perlman, Leonard G., Ed.; Hansen, Carl E., Ed.
Vocational Rehabilitation: Preparing for the 21st Century. A Report on the Mary E. Switzer Memorial Seminar (18th, Alexandria, Virginia, September 19-21, 1994). Switzer Seminar Series. Switzer Monograph, 18th Edition.
PUB DATE- Mar 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change Strategies; *Disabilities; *Education Work Relationship; Employed Women; Employment Opportunities; Employment Projections; *Employment Services; Federal Legislation; Federal Programs; Federal State Relationship; *Futures (of Society); Independent Living; Job Training; Legal Responsibility; *Rehabilitation Programs; Standards; State Programs; Technological Advancement; Trend Analysis; Unions; *Vocational Rehabilitation

This monograph on vocational rehabilitation programs and future directions contains papers from the 1994 Switzer Seminar. Contents are as follows: "State/Federal Program Issues and Trends" (Nell C. Carney); "Consumerism and Choice: Basic Standards for Judging Efforts and Expectations in the Vocational Rehabilitation Process" (Patricia A. Morrissey); "The Information Age: What It Means for Business and Vocational Rehabilitation" (Debra A. Perry); "Vocational Rehabilitation:

state and local educational agencies; and the extent to which students with disabilities are participating in statewide achievement assessments. Narrative summaries, tables, and figures include information on the status of outcomes development and assessment development for each state and state policies on learner outcomes and outcomes-related assessments. For each state, statewide assessments are listed and their purposes are identified as either for student accountability, school or district accountability, or instructional decision-making. The study found that Goals 2000 is seen by most state directors as having a positive impact on students with disabilities, that most states have adopted statements of learner goals or outcomes, and that most states are developing or reviewing assessment systems designed to measure student progress toward these outcomes. (SW)

ED 385 062 EC 304 095

A Guide for Career Counselors.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 16 Nov 94
NOTE- 42p.; Publication assembled by Postsecondary RESUME staff.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Career Planning; Cerebral Palsy; Chronic Illness; College Students; *Disabilities; Employment Counselors; Epilepsy; Head Injuries; Hearing Impairments; Higher Education; Job Placement; Learning Disabilities; Neurological Impairments; Spina Bifida; *Student Personnel Services; Student Personnel Workers; *Symptoms (Individual Disorders); Visual Impairments
IDENTIFIERS- Carpal Tunnel Syndrome; Multiple Sclerosis; University of Nebraska Omaha

Information on nine disabilities is presented as a resource for career planning and placement professionals in assisting students with disabilities to access services at the University of Nebraska at Omaha. Disabilities covered in this guide are: carpal tunnel, cerebral palsy, epilepsy, hearing impairments, learning disabilities, spina bifida/spinal cord injury/back injury; traumatic brain injury; visual impairments; and multiple sclerosis. For each disability, a description is provided along with sensitivity information, initial considerations for working with the student, common functional limitations, potential job site accommodations needed for the student, services and resources available on the campus, agencies for further referral, and suggestions for further reading. An addendum offers guidelines for assessing the impact of a disability on communication, interpersonal skills, mobility, self-care, self-direction, work skills, and work tolerance. (SW)

ED 385 063 EC 304 096

Duis, Sandra; And Others
Collaborative Consultation: Are Both School Psychologists and Teachers Equally Trained?
PUB DATE- Apr 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9,

evaluation and helpful input parents can provide are addressed, along with the subsequent written report and conference explaining the findings. Possible interventions that may be recommended for the child who is diagnosed with these disorders are noted, and the parent is advised to keep records. Problems that may occur when parents and school disagree about the child's problem(s) and appropriate services are also addressed, and eight recommendations for parents whose child is diagnosed with ADD or ADHD are offered. (SW)

ED 385 082 EC 304 115

Villegas, Orlando; And Others
Understanding Attention Deficit Disorders.
PUB DATE- Mar 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Clinical Diagnosis; Disability Identification; Drug Therapy; *Hyperactivity; *Intervention; *Symptoms (Individual Disorders)

This booklet provides basic information regarding attention deficit hyperactivity disorders (ADHD), in their separate modalities, with hyperactivity, impulsivity, and inattention. Explanations are offered concerning short attention span, impulsive behavior, hyperactivity, and beginning new activities before completing the previous one. Theories regarding the causes of ADHD are noted, and it is claimed that children with ADHD do not outgrow it. Some of the symptoms are modified by age, but attentional problems, impulsive tendencies, and social adjustment difficulties usually stay. An overview of the diagnostic process is provided, including intellectual and neurological evaluations. Two treatment approaches that have had the most effective results are considered: behavior/cognitive interventions (providing consistency, single directions, rule enforcement, and clear directions) and medication. (SW)

ED 385 083 EC 304 116

Brozovich, Richard; And Others
Planning Good Days for Children with ADHD: Tips for Parents.
PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Change; *Behavior Modification; Change Strategies; Child Behavior; Elementary Secondary Education; Family Life; *Hyperactivity; Intervention; Parent Child Relationship; Parent Role; *Reinforcement
IDENTIFIERS- *Behavior Management

Practical suggestions are offered for parents of children with attention deficit hyperactivity disorder (ADHD) for managing the behavior of their children through the use of positive and negative consequences. Suggestions focus on the child getting

NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agency Cooperation; Children; *Cooperative Programs; Delivery Systems; Demonstration Programs; *Emotional Disturbances; Emotional Problems; *Family Programs; Inservice Education; Interdisciplinary Approach; Interpersonal Competence; *Interprofessional Relationship; Mental Health; *Mental Health Programs; Participative Decision Making; Professional Education; Social Services; Teamwork

This annotated bibliography lists approximately 95 citations on interprofessional, interagency, and family-professional collaboration in delivery of children's mental health services. Section 1, "Interprofessional/Interdisciplinary Collaboration: The Need" examines articles which describe new approaches to providing family-centered service, rationales for interprofessional collaboration, and ways in which interprofessional collaboration is believed to improve services to families. General principles for interprofessional and interagency collaboration are addressed in articles in section 2, "General Principles of Interprofessional Studies," which includes an examination of the components of collaboration and the skills necessary for collaboration. Section 3, "Administrative and Policy Issues Related to Interprofessional Collaboration," includes literature focused on organizational structures and policy supports for interprofessional/interdisciplinary and integrated teams and examines the elements of successful teamwork, including consensus building, shared decision-making, and conflict management. The elements of interprofessional collaboration methods discussed in the literature are presented in section 4, "Methods of Interprofessional Collaboration for Direct Practice." Section 5, "Elements of Training Programs for Interprofessional Collaboration" presents literature on the growing field of interprofessional training with publications on why training for interprofessional collaboration is needed; the attitudes, knowledge and skills for interprofessional collaboration; and approaches to teaching the skills of interprofessional collaboration. Section 6 presents model interprofessional service programs and training programs. (DB)

ED 385 102 EC 304 136

Hunter, Richard W.
Parents as Policy-Makers: A Handbook for Effective Participation.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advisory Committees; Change Agents; *Change Strategies; Child Advocacy; Communication Skills; Elementary Secondary Education; *Emotional Disturbances; Family Involvement; *Group Dynamics; *Mental Health Programs; Organizational Development; *Parent Participation; Participative Decision Making; *Policy Formation

meet the educational needs of limited-English-proficient (LEP) students. After a brief analysis of the teacher's role in relation to the development of all students, and in particular to the language development of LEP students, a teacher development project linking theory and practice is described. A group of teachers met to discuss the diverse needs of this population and visited a school in which students had been exposed to some ESL activities by a visiting specialist. During one school term, teachers created a program of both free and directed classroom activities that promote English language use and student interaction with both peers and teachers, with the objective of providing opportunities to observe student language behavior. Teachers were also provided with pre-reading materials and taught the use of cooperative learning techniques by a specialist. During the following term, the techniques were implemented in the classrooms. As a result, the teachers saw changes in their ability to observe students and reflect on their own teaching practices, invited parent involvement, became more confident, and developed guidelines for supporting each other in effective teaching. (MSE)

ED 385 121 FL 023 101

Thompson, Denise N.; Thompson, Earl G.
The Cajuns: Their History, Culture, Language and Song.
PUB DATE- 1 Apr 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; Descriptive Linguistics; *Ethnic Groups; *French; *Language Variation; Linguistic Borrowing; Minority Groups; *Music; *Regional Characteristics; Songs; Uncommonly Taught Languages; United States History
IDENTIFIERS- *Cajuns; *French (Cajun); Louisiana

The materials presented here contain information about Cajun history, demography, language, music, and song. They include: a list of significant dates and events in Cajun history, from 1604 to 1990; maps indicating Cajun parishes in Louisiana and settlement areas in 1790 and 1981; notes on Cajun French, including distinctions between it and Louisiana and Creole French and some details of phonology, morphology, and borrowing; an article in Cajun, with translation in standard French, on being Cajun in America; notes on the characteristics and evolution of Cajun music; lyrics of some popular songs; a discography of traditional Cajun recordings; and a brief bibliography of works on Cajun topics. (MSE)

ED 385 122 FL 023 102

Holliday, Adrian
Appropriate Methodology and Social Context.
PUB DATE- 94
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Classroom Techniques; *Cultural Context; *Curriculum Development; Educational Strategies; *English (Second Language); *Ethnography; Foreign Countries; Instructional Design; Program Design; Second Language Instruction; Social Influences; *Teaching Methods

Instruments (160)
DESCRIPTORS- *Colonialism; Demography; Diachronic Linguistics; Educational Attitudes; Educational Policy; Foreign Countries; *Language Attitudes; Language Research; *Language Role; *Multilingualism; *Official Languages; Political Influences; *Public Policy; Social Values; Sociolinguistics
IDENTIFIERS- *Africa (Sub Sahara)

A study of language attitudes in Sub-Saharan Africa, an area of 45 countries and over 1,700 languages, attempts to: (1) pinpoint attitudinal patterns towards European and indigenous languages; (2) give these attitudes historical perspective; (3) identify attitudes toward language use in education; (4) encourage language research on attitudes in this area; and (5) highlight the implications of attitudes for effective language policy formation and language planning in contemporary Africa, and in multilingual contexts in general. An introductory chapter offers background on the demography of Sub-Saharan Africa and the varied functions of language. The first chapter offers greater detail about the characteristics of language use there, including dense multilingualism, treatment of ex-colonial and indigenous languages, language-related problems, and cross-border languages. Chapter 2 outlines the socio-historical foundations of language attitudes. Research in this area is then reviewed in chapter 3, including its objectives, methodology, major findings, and proposed future directions. Chapter 4 looks at the interrelationship of the size of the speaker group, power, and language attitudes. Language use and attitudes in education are discussed in chapter 5. The final chapter examines the implications of language attitudes research in Sub-Saharan Africa. Contains eight pages of references. (MSE)

ED 385 142 FL 023 137

Bentley, Mayrene
Animacy and Pronominal Systems in Bantu.
PUB DATE- 25 Mar 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bantu Languages; Contrastive Linguistics; Diachronic Linguistics; Grammar; *Language Patterns; Language Research; *Language Variation; *Pronouns; Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Animacy Inanimacy; Markedness; *Referents (Linguistics)

This study investigated the encoding of animate/inanimate distinctions in the pronominal systems of a variety of Bantu languages. Various encoding strategies are found to suggest that there is a strong syntactic opposition between animate and inanimate object markers in Bantu languages. Restricted positions and obligatory presence are particularly important for object markers with animate referents. The nature of these strategies suggests a possible historical account of the origin of object markers in Bantu languages: object markers arose as a result of the pressure to mark, formally, object noun phrases with animate referents. (Author/MSE)

ED 385 143 FL 023 141

Cheng, Liying
How Does Washback Influence Teaching? Implications for Hong Kong.
PUB DATE- 95

related issues such as voluntary participation, open access, confidentiality, negotiated work time, and assessment and formal testing); curriculum (curriculum development, a writing class in action, and literacy in the workplace); and taking stock (participation rates among women; reading, writing, and mathematics in workplace training; the growth of training expertise; and program strengths). Appended is an excerpt from "Principles of Workplace Basic Education." Contains a 25-item reference list and a 20-item bibliography. (MN)

ED 384 702 CE 067 746

Cox, Eva; Leonard, Helen
Recognising Women's Skill. EAE647 Non-Formal Learning.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Adult Education; Females; Foreign Countries; *Industrial Education; *Job Skills; Labor Force Development; *Occupational Information; *Skill Analysis; Skill Development; *Vocational Education; Womens Education
IDENTIFIERS- Australia

The material in this monograph is part of the study materials for the one-semester distance education unit, Non-Formal Learning, in the Open Campus Program at Deakin University (Australia). It is designed to raise issues relating to skill definition. "Choosing a Worker or How Good Are Your Job Descriptions?" explores why interpersonal or communication skills are not counted or mentioned in job descriptions, the practical reasons that they need to be both counted and labeled, and explanations for why they are not. "Who Defines Skills and How?" addresses gender assumptions and gender biases inherent to some "skills," problems in the establishment of skill gradings and levels of competency in personal care, research responses to skills definition, and managing changing workplaces. "Putting Tacit Skills into the Picture" gives examples of ways in which the preceding information can be used in recognizing skills. It covers naming skills used in the workplace and ensuring that supervisors/managers have the necessary information on workers. "Trying It Out" presents various means to help people assess both their own skills and the ways in which jobs could be and should be described. Contains six references and an eight-item bibliography. (YLB)

ED 384 703 CE 067 747

Jackson, Nancy
Skills Formation and Gender Relations: The Politics of Who Knows What. EEE701 Adults Learning: The Changing Workplace B.
SPONS. AGENCY- Victorian Education Foundation.
PUB DATE- 91
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Access to Education; Adult Education; Annotated Bibliographies; Clerical Occupations; Educational Opportunities; Education Work Relationship; Employment Level; Employment Patterns; Equal Education; Foreign Countries;

believed that people caring about each other was the pivotal first step to solving society's problems. (YLB)

ED 384 720 CE 069 305

Breen, Mary; Sobel, David
Popular Oral History and Literacy: A Handbook.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Sep 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; American Indian History; Audiotape Recordings; Foreign Countries; Guidelines; *Interviews; Learning Activities; *Literacy Education; *Oral History; Oral Tradition; Social History
IDENTIFIERS- Popular Education

This handbook was developed by Storylinks, a provincial network in Ontario, Canada, to encourage and help groups to use popular oral history as a learning tool. The guide provides suggestions for those involved as learners or teachers in oral history to practice their interviewing and storytelling skills. The guide is organized in nine sections that cover the following: (1) using history in new ways; (2) how oral history is different from written history; (3) what popular oral history is; (4) the steps to follow to do a popular oral history project; (5) practice exercises in preparation for doing oral history work; (6) the tools and equipment needed to do popular oral history; (7) release forms and documentation; (8) using stories for learning; and (9) further reading--four citations about oral history and four citations on popular education. (KC)

ED 384 721 CE 069 314

Satisfaction Guaranteed. Customers Speak out on Displaced Homemaker and Single Parent Services. A Report on the Findings of a National Customer Satisfaction Assessment.
PUB DATE- Jan 95
NOTE- 333p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Career Counseling; Career Exploration; Daily Living Skills; *Displaced Homemakers; Employment Programs; *Employment Services; Job Placement; *Job Training; National Surveys; *One Parent Family; Outcomes of Education; Participant Characteristics; *Participant Satisfaction; School Attitudes; *Womens Education

A national survey examined customer satisfaction with displaced homemaker and single parent services across the United States. In April 1994, questionnaires were sent to approximately 1,360 local displaced homemaker and single parent programs. Approximately 235 programs (representing 47 states) choosing to participate (a 17.3% participation rate) were asked to distribute the questionnaires to current and former program customers. A total of 6,545 responses were eventually returned. The response rate was estimated at 21.8% (based on the number of postage-paid envelopes requested by participating programs). The data were analyzed collectively and by state for those 37 program priorities, and desired outcomes and institute a mechanisms for state agencies to collect data needed to judge progress toward meeting literacy goals; promote state, regional, and local collaboration; undertake campaigns to make the general public aware of the scope and cost of illiteracy, recruit literacy volunteers, encourage business support of literacy programs, and recruit specific groups of adults needing literacy services; delineate literacy areas in need of research and encourage research in the identified areas; prepare research syntheses and disseminate them to literacy providers; develop a mechanism for identifying model literacy initiatives and determining why they work; establish a database of individuals with expertise in literacy program development, implementation, and evaluation; expand training opportunities to promote professionalism and effectiveness among literacy instructors; and maintain and disseminate information about private and public funding sources. Both completed and planned activities are listed. (MN)

ED 384 739 CE 069 371

California Annual Performance Report, 1993-94.
PUB DATE- 30 Jun 94
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Academic Standards; Adult Vocational Education; Annual Reports; Articulation (Education); Community Colleges; Cooperative Education; Coordination; Correctional Education; Disabilities; Disadvantaged; Displaced Homemakers; *Enrollment; Evaluation Criteria; Inservice Teacher Education; Integrated Curriculum; Leadership; Limited English Speaking; One Parent Family; *Outcomes of Education; Pregnant Students; Professional Development; Program Effectiveness; *Program Implementation; Program Improvement; Secondary Education; Sex Fairness; Special Needs Students; *Statewide Planning; Tables (Data); Two Year Colleges; *Vocational Education
IDENTIFIERS- *California; Carl D Perkins Voc and Appl Techn Educ Act 1990; School to Work Opportunities Act 1994

During the 1993-94 program year, more than 1.2 million Californians were enrolled in vocational education (VE) at a secondary high school, adult education program, or regional occupational center. An additional 1.2 million Californians were enrolled in community college VE programs. VE services were provided to significant numbers of students with disabilities, limited English proficiency, and disadvantages and also to significant numbers of incarcerated youths and adults. Among the major VE activities completed in California in 1993-94 were the following: extensive VE needs assessment (including surveys of 1,700 individuals from 8 survey populations and a review of 600 existing reports); analysis of the data collected and subsequent development of a "state plan" for use of Perkins Act funds from 1994 through 1996; development of the a version of a state plan for activities under the School-to-Work Opportunities Act of 1994; continued development of model partnership academies (prototype career academies) and cooperative education programs; development of business and industry standards with input from coalitions of employers, workers, education agencies, and trade associations; and reassessment/revision of California's statewide student assessment program. (Fifteen charts are included. Appended is a

These four diagnostic guides, developed as part of the Investing in People Project in Connecticut, Iowa, Kentucky, Washington, and West Virginia, can be used to help states in assessing their current work force and economic development systems and in building more comprehensive, integrated, and effective strategies for improving the work force. Diagnostic guides 1 and 2 assist a team in collecting and organizing information about its state work force and economic development programs. Guide 1 helps team members examine the following: why they have come together, what forces are pushing for change, what obstacles may need to be overcome, and what initial goals need to be set. Guide 2 leads the team through a complete assessment of the state's existing economic development, education, and job training programs, focusing on the current social, economic, political, and demographic conditions of the state. Using diagnostic guides 3 and 4, the team can develop short- and long-term strategies and identify critical areas of focus. These two guides provide a framework in which state teams can evaluate the quality and impact of the team's work force strategies. Because the government and political environment can change quickly, guides 3 and 4 are designed to allow a team to follow changes in the policy, economic, and social contexts of its state. A framework for evaluation, guide 4 helps the team in the ongoing process of implementing and sustaining change in the state's human investment systems. (KC)

ED 384 758   CE 069 408

Zinser, Jana
Working Together for a Competitive Workforce. A Handbook for State Policy Teams. Investing in People Project.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- Nov 94
NOTE- 54p.; For other Investing in People documents, see ED 370 241, ED 373 262, and CE 069 407.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Economic Development; *Evaluation Methods; Futures (of Society); Labor Economics; *Labor Force Development; Labor Needs; Labor Supply; Labor Utilization; Program Development; *Program Implementation; *State Programs

This handbook describes the methodology of the Investing in People Project, conducted in Connecticut, Iowa, Kentucky, Washington, and West Virginia to help states in assessing their current work force and economic development systems and in building more comprehensive, integrated, and effective strategies for improving the work force. The handbook describes what happened to the state teams during the project, summarizes what the teams achieved, and provides lessons for other states that may wish to undertake such a project. Case studies from the five state projects are included. Appendixes to the guide provide Investing in People Project guidelines for building successful teams and examples of work force development policy initiatives from Germany, Kansas, Kentucky, Oklahoma, Oregon, Pennsylvania, and South Carolina. A bibliography lists 18 references. (KC)

ED 384 759   CE 069 409

interviewed are discussed. The interview worksheet in the sixth section contains probes for follow-up questions and spaces to write responses to each question. A comparison chart includes space to compare the merits of four different providers who are interviewed. (KC)

ED 384 777 CE 069 461

Workplace Literacy Product Checklist. Judging the Quality of Workplace Literacy Products. Workforce Tools.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Aug 95
NOTE- 26p.; For related documents, see ED 378 406-407, ED 380 555-556, CE 068 865, CE 068 928-929, and CE 069 460.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Check Lists; *Evaluation Methods; Guidelines; *Literacy Education; Models; On the Job Training; Program Effectiveness; *Program Evaluation; Program Improvement
IDENTIFIERS- *Workplace Literacy

This product checklist can be used to determine whether a particular workplace literacy product (such as a series of instructional workbooks, curriculum guides, or computerized instructional systems), follows best practice and will meet the needs of a particular business firm and build the productive capacity of its employees. The checklist was developed from a list of best practice guidelines constructed by nationally recognized workplace literacy professionals, business people, and union representatives. The product checklist is divided into five sections. The introductory section explains the purpose of the checklist, defines workplace literacy, and lays out the structure of the checklist. The second section explains how workplace literacy training fits within the larger context of work force development and workplace change, and it lists other collaborative products designed to help small and midsized companies in their change efforts. The third section provides instruction on using the checklist; the fourth section, the checklist itself, provides an annotated listing of the key elements in each of seven steps in the development and implementation of a workplace literacy program, against which workplace literacy products can be measured. The seven steps are as follows: program development, program preparation, curriculum development, instructional development, training staff preparation, program delivery, and training and program evaluation. The final section is a comparison chart that includes space to compare the merits of three different products and a firm's capacity to undertake parts of a workplace literacy program. (KC)

ED 384 778 CE 069 462

Hypki, Cinder
Thinking about Learning and Learning about Thinking: Using Portfolio Assessment in Adult Education. A Handbook for Instructors and Tutors.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.
PUB DATE- Dec 94
NOTE- 54p.
LANGUAGE- English

Formation; Program Descriptions; State Programs; Tables (Data)
IDENTIFIERS- Action Plans; Job Opportunities and Basic Skills Program; Native Americans

This document contains information from the national forum Creating a Literate Future for the Year 2000, which was held to help state team delegations develop vision/mission statements and action plans citing goals, objectives, and activities for enhancing adult literacy and education for Native Americans and Alaska Natives. Presented first are introductory discussions of the forum's objectives and activities. The conference keynote address, "Creating a Literature Future for the Year 2000" (Augusta S. Kappner), is included. Team vision/mission statements and action plans are included for each of the following states/tribes/nations: Alaska, Hawaii, and Northern Mariana Islands; Arizona; California; Colorado; Florida, Maine, Massachusetts, Rhode Island, New York, and North Carolina; Idaho; Illinois; Kansas; Michigan; Minnesota; Montana; Navajo Nation; Nevada; New Mexico; North Dakota; Oklahoma and the Cherokee Nation; Oregon; Texas; Utah; Washington, Wisconsin; and Wyoming. Exemplary adult education and literacy demonstration programs in California, Colorado, Arizona, and Minnesota are profiled. Appendixes constituting approximately 60% of this document contain the following: 1990 census data regarding the educational attainment and school enrollment and labor force status of American Indians/Alaska Natives; conference agenda; presenter/moderator and participants list; and tally of responses to conference evaluation forms. (MN)

ED 384 796 CE 069 496

A Guide to Special Demonstration and Teacher Education Projects: Special Answers for Special Needs.
PUB DATE- Jul 95
NOTE- 149p.; For the 1993 edition, see ED 365 822.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; Competency Based Education; Computer Assisted Instruction; Correctional Education; Daily Living Skills; *Demonstration Programs; Disabilities; English (Second Language); High School Equivalency Programs; Literacy Education; Older Adults; Program Administration; Program Descriptions; *Staff Development; Student Evaluation; *Teacher Education; Volunteers; Writing Instruction
IDENTIFIERS- *Family Literacy; *Workplace Literacy

Intended to share information about specialized training and demonstration activities from a rich diversity of local subject interests, environments, and populations served, this guide is a compilation of adult education and literacy resources funded under the Adult Education Act. Information is provided on 276 projects funded under Section 353 of the act. Entries are categorized as follows: adult education program management; adults with disabilities; competency-based adult education; corrections education; English as a Second Language; evaluation/assessment; family literacy; general educational development; life skills; literacy; older persons; staff development; teacher education; teaching writing; technology/computer assisted instruction; volunteers in adult education; and workplace literacy/work force literacy. Each entry includes a description of the activity and availability information, including source, address, telephone number(s), and order number. Order forms for ERIC and Division of Adult Education and Literacy Clearinghouse documents are attached.

Employer Employee Relationship; Futures (of Society); Human Resources; *Individual Development; *Job Satisfaction; *Labor Force Development; *Organizational Development; Well Being; Work Attitudes; Work Environment

Organizations, with the help of human resource development (HRD) staff, must reexamine their objectives for future operations and the work force. Organizations with a focus on organizational development (OD) can provide meaningful work to employees and the organization itself. The OD framework consists of three units that must coexist as the major tenets of HRD: OD, career development, and individual development. The focus of OD is on improving the organization's performance through changes in quality, health, and economics. Within OD, more attention is paid to the wellness of employees. Career development is one type of wellness intervention. Individual development concentrates on the individual employee's growth and progress with the benefit of programs and activities that facilitate learning. Defined as the seeking of routine actions that enhance life and broaden human progression, aesthetics is applicable to the work force because going to work is a routine and those activities at work should be to advance the individual in a career and strengthen his or her quality of life. The kind of work to be performed in the future will depend on the advancements made in technology, society, and the environment. Such progress will result in further regulations for employee accountability. OD objectives must change in several areas to meet future needs. Organizations must steer toward proactive planning and provide complete and accurate policies, standards, and regulations. (Contains 16 references.) (YLB)

ED 384 815   CE 069 542

School to Work: Making the Transition.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Articulation (Education); *Career Education; Career Guidance; Demonstration Programs; Educational Cooperation; *Education Work Relationship; High Schools; Postsecondary Education; *School Business Relationship; Vocational Education; Youth Programs

This publication describes the Academy for Educational Development's (AED's) vision and work in school-to-work transition and related areas. School-to-work transition is defined, and components of a successful school-to-work transition system are listed. The National Institute for Work and Learning (NIWL) is currently conducting an extensive study of school-to-work transition reforms, funded by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). A map identifies AED sites that are part of the OERI study. Fourteen exemplary programs are described. A narrative description is followed by a short list of key features and contact name and telephone number for additional information. These programs are included: Mt. Edgecumbe High School, Sitka, Alaska; Student Career Opportunity Paths in Education, Veradale, Washington; Youth Transition Program, Eugene, Oregon; Graphic Arts Academy, Pasadena, California; East San Gabriel Valley Regional Occupational Program, East San Gabriel, California; Roy High School, Roy, Utah; Metro Tech Vocational Institute, Phoenix, Arizona; Tiger, Inc., Rothsay,

This booklet explores various aspects of drug addiction, with a special focus on drugs' effects on the brain. A brief introduction presents information on the rampant use of drugs in society and elaborates the distinction between drug abuse and drug addiction. Next, a detailed analysis of the brain and its functions is given. Drugs target the more primitive portions of the brain, an action which allows them to override the cognitive processes of higher brain function. Explained is how pleasure acts as a powerful biological force to ensure survival, and how drugs act on the brain's pleasure cells. Drug addiction, it is argued, is a biologically based disease that actually alters the brain's pleasure networks. Discussed are how drugs interact with nerve cells in the brain and how drugs change the normal process of chemical neurotransmission. Finally, some of the special effects of different classes of drugs and the particular brain areas they target are examined. These include opiates, cocaine, marijuana, hallucinogens, PCP, depressants, and designer drugs. Other aspects of drug addiction are presented, such as the steps to addictions, the fetus and addiction, treatment, and genetics. (RJM)

ED 384 834 CG 026 286

Yager, Geoffrey G.; And Others
Referral to a Counselor: Impact on Expectations and Counselor Effectiveness.
PUB DATE- 29 Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Counseling Association (Denver, CO, April 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Counseling Effectiveness; *Counselor Client Relationship; *Counselor Performance; Counselors; *Expectation; Higher Education; *Referral
IDENTIFIERS- *Counselor Effectiveness

The counseling skill of making effective referrals has always been one of importance. This paper describes two investigations designed to address the following questions: (1) Does research support the importance of an open and positive referral?; and (2) What would be the impact of a neutral or negative referral? Study 1 was initially designed as a doctoral dissertation study. Participants were 94 graduate students in counseling and social work. Having found that effective counseling behavior can eliminate the initial biases created by differential types of referral, the next logical question to study was whether an ineffective counseling performance would eliminate initial expectations. This was the purpose of the second study conducted with 32 counseling graduate students. The data collected from participants who viewed videotaped role play of positive, neutral and negative referrals indicate that the manner in which a counselor introduces a counseling referral is important. The nature of the referral will set up expectations of counseling that may immediately influence the client's decision to pursue the referral. The expectations created in the referral process may also have an impact on the counseling itself through the client's evaluation of the counselor's effectiveness, especially if the counselor's performance is not completely appropriate. It is suggested that counselor educators include attention to making appropriate positive referrals as part of the training curricula. (JE)

ED 384 835 CG 026 287

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Content Area Reading; *Content Area Writing; Intermediate Grades; Junior High Schools; Middle Schools; Reading Improvement; *Reading Strategies; Study Skills
IDENTIFIERS- Mapping; ReQuest; Story Frames

Targeted primarily for students in grades 4-8, this document presents a variety of structured overview, mapping, and story frames strategies for integrating writing across the curriculum and to help students gain and retain information from texts. The paper includes a rationale for content area reading lessons, a list of reading lessons to bridge the gap, cloze passages, a description of the ReQuest procedure, vocabulary lists, a description of the Directed Inquiry Activity, numerous picture analysis board activities, a description of the divided page study technique, and numerous sample story frame techniques. (RS)

ED 384 855 CS 012 204

Weintraub, Sam, Ed.
Annual Summary of Investigations Relating to Reading, July 1, 1993 to June 30, 1994.
PUB DATE- 95
NOTE- 200p.; For the previous year's summary, see ED 371 348.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Classroom Research; Elementary Secondary Education; Higher Education; Reading Attitudes; Reading Difficulties; *Reading Instruction; *Reading Processes; *Reading Research; Social Influences; *Teacher Education
IDENTIFIERS- Reading Management

This book summarizes approximately 500 reports of reading research identified between July 1, 1993 and June 30, 1994. The research studies in the book are categorized into six major areas: (1) summaries of reading research; (2) teacher preparation and practice; (3) sociology of reading; (4) physiology and psychology of reading; (5) the teaching of reading; and (6) reading of atypical learners. All but the first category in the book are further subcategorized, and individual studies within subcategories are grouped by subject. An author index and a list of journals, conference proceedings, and journals monitored conclude the book. (RS)

ED 384 856 CS 012 205

Gilman, David; Prewitt, Joseph
Context Clues: The Most Important Factor in Improving Reading Test Scores.
PUB DATE- 5 Feb 88
NOTE- 18p.; Paper presented to the Vigo County Reading Teachers (Terre Haute, IN, February 5, 1988).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Clues; Elementary Secondary Education; *Reading Achievement; *Reading Improvement; Reading Research; *Reading Skills; Reading Tests; Regression (Statistics)
IDENTIFIERS- Indiana (South); Iowa Tests of Basic Skills

A study ascertained the degree of relationships between scores on

Neman, Beth S.
Translating Maya Angelou's Theme, "We are more alike, my friends/Than we are unalike," into Effective Multicultural Study.
PUB DATE- Mar 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Figurative Language; Higher Education; *Literature Appreciation; *Multicultural Education; Nazism; Poetry; Racial Bias
IDENTIFIERS- Angelou (Maya); Cultural Sensitivity

Few would disagree that the essential purpose in multicultural studies is to promote compassionate understanding and to diminish hatred. The two basic approaches to this goal, celebrating differences and emphasizing unity, are suggested by Maya Angelou in her poem, "The Human Family." Most university courses do a good job of honoring differences, but they succeed less well in bringing students to an understanding of the more fundamental ways in which "we are more alike, my friends, than we are unalike." In fact, it could be argued that students end up with the mind set of the English child in Robert Louis Stevenson's "Foreign Children," who is fascinated by the quaint and interesting children he has heard of all over the world but who carefully draws a line between "them" and "us." It is the idea of otherness--of "them" and "us"--that permits people to persecute fellow human beings as the Nazis did. And as long as that separation between "them" and "us" exists, it does not matter if "they" have interesting customs, as long as "they" are not "us," "we" can do "them" in with impunity. However, if comprehending individuals as "them" can justify hatred, then identifying people on the basis of their underlying humanity can unite "them" in "our own us." And as Angelou points out, this underlying unity exists throughout the human family. (TB)

ED 384 876 CS 214 937

Harris, Marilyn M.
Oral History Is Not Just Oral and Not Entirely History: Gleanings in the Field.
PUB DATE- Mar 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Higher Education; Historiography; *Oral History; *Primary Sources; Scholarship; Writing (Composition); *Writing Instruction
IDENTIFIERS- Historical Preservation

The fact that a textbook presents a codified method does not mean that this textbook is an accurate representation of what happened in practice. Without verification, without records of teachers' practices, without student writing and comment, all the discipline of composition studies has is an idealized record of what should have been. This outside source material

students simultaneously stressed the need for objectivity in writing about the course texts and the need for representing the self. For them objectivity concerns not simply being neutral but negotiating among personal knowledge, textual knowledge, and teacher expectations. It also concerns ways of speaking, the analytical, secular discourse of the class and the more "expressive" discourse of the self. Third, students repeatedly used spatial metaphors that re-presented them as multiple, even contradictory "selves" in relation to specific texts, to the course, and to their own past and future lives. Elaboration on individual case studies illustrates in detail the conflicting social and cultural positions some student found themselves in when asked to read political, psychological, historical or religious texts. (Contains 10 references.) (TB)

ED 384 894 CS 214 958

Welsch, Kathleen A.
Popular Periodicals and Rhetoric & Composition Textbooks in the Nineteenth Century: A Cultural Conversation on Composing Oneself.
PUB DATE- Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Educational History; *Ethical Instruction; Higher Education; Literacy; *Moral Values; Periodicals; Rhetoric; Rhetorical Theory; *Textbooks; United States History; Writing (Composition); *Writing Instruction
IDENTIFIERS- Academic Discourse; *Nineteenth Century; *Popular Magazines

In 19th century America, talk of manners and morals as integral components of American character filled a significant space in public discourse. Lessons on how to compose oneself properly and models of appropriate behavior abounded in the form of essays, stories, poetry, editorials, and travel literature. This conversation on character influenced the way in which writing was taught. The titles, model essays, assignment language, and subject lists of 19th century composition and rhetoric textbooks illustrate how scholars tried to meet social concerns as well as academic requirements by combining the discourse of principles, drills and exercises with the discourse of self-composition. Attention to the moral agenda of these textbooks positions today's composition scholars to read them as more than evidence of classical rhetoric in decline; they can begin to see these books as participants in a dialogic interaction between a variety of 19th century concerns. A review of the assignments in these textbooks and examples of model essays included in these books shows the deep societal commitment to helping young people to comport themselves as well-behaving, morally disciplined citizens. A review of some of the periodicals of the time illustrates similar moral concerns. (Contains an appendix of 19th century cultural artifacts, excerpts from textbooks and periodicals, and 10 references.) (TB)

ED 384 895 CS 214 960

multicultural literature on students of color. After an introduction by the editors, the essays are, as follows: (1) "Toward the 'Success' of a 'New Canon': Radical Introspection as Critical Practice" (James C. Hall); (2) "'Who Are All These People?': Some Pedagogical Implications of Diversity in the Multicultural Classroom" (Bruce A. Goebel); (3) "Race and Representation: Students of Color in the Multicultural Classroom" (Abby L. Ferber and Debbie Storrs); (4) "New Canons, New Problems: The Challenge of Promoting a Sense of Kinship among Students of Diversity" (Peter Smagorinsky); (5) "A Journey Defined by Place: Anti-Racism in the College Classroom" (Mary Janell Metzger); (6) "Teaching toward a Multicultural Perspective in the Land That Time Forgot" (Patrick Bryce Bjork); (7) "'Don't Teach It to Us; Teach It to Them': Teaching Cross-Cultural Literature to a Multicultural Class" (Doris Correa Capello and Paul G. Kreuzer); (8) "'Please, Correct Me if I Am Wrong': Teaching Civil Rights and Race Relations in the Age of the Politically Correct" (Suzanne E. Smith); (9) "Teaching Cross-Cultural Encounters and Student Writing with Question-Hypothesis-Questions (QHQs)" (Richard C. Moreland); (10) "Gender, Assessment, and Writing Instruction" (Linda Laube); (11) "The Discourses of 'Difference' in a Feminist Classroom: Multiplicity and the Pedagogical 'Unconscious'" (Mary Beth Hines); (12) "Writing Portfolios in the Multicultural Literature Class" (Ronald Primeau); (13) "Teaching 'China Men' as a Chinese" (Alex J. Wang); (14) "Fear and Loathing in the Classroom; Or, Who's Afraid of Stephen Crane's 'The Monster'?" (Michele Birnbaum); and (15) "Canon Opener: The Single-Event Literature Class" (James Tackach). An afterword, "Getting Beyond 'Kum Ba Ya'" (James Marshall), concludes the book. (NKA)

ED 384 913   CS 214 988

Elementary Language Arts: Authorized Resources Annotated List.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; Foreign Countries; *Instructional Materials; *Language Arts; *Media Selection; *Reading Material Selection; Resource Materials
IDENTIFIERS- *Alberta

This comprehensive, annotated resource list is designed to assist educators in selecting language arts resources for the elementary classroom. The authorized resources are listed under two main headings: series and individual resources. The series are listed alphabetically under each grade level. The individual resources are often authorized across grade levels and are therefore listed alphabetically. Entries in the list include an icon indicating the type of resource (teaching resource; student resource; student big book; CD-ROM; courseware; activity cards or overhead transparencies; student resources (readers); student skillbooks, activity books, workbooks; videocassettes; and audiocassettes), a resource authorization category (authorized teaching resources, basic learning resources, and support learning resources), a supplier order number, and estimated cost. (RS)

ED 384 914   CS 214 989

nontreatment groups on their understanding of persuasive intent, perceptions of realism, perceptions of social norms for alcohol use, and behavior. These results provide support for the value of media literacy programs at the third-grade level as a way to minimize the effects of alcohol advertising on the development of alcohol expectancies and related behavior among children. (Contains 3 figures, 7 tables of data, and 45 references.) (TB)

ED 384 931   CS 508 973

McMaster, Michele
Consciousness and Listening.
PUB DATE- Mar 95
NOTE- 18p.; Paper presented at the Annual Meeting of the International Listening Association (16th, Little Rock, AR, March 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Communication (Thought Transfer); Educational Trends; Futures (of Society); Individual Development; *Listening; Listening Habits; *Listening Skills
IDENTIFIERS- *Consciousness; Historical Background; Intrapersonal Communication

To understand the demands and restrictions of human consciousness will allow teachers and students alike to actually "be" listeners. It is speculated (by K. Wilber, E. Neumann, J. Gebser and others) that human consciousness, in the course of human existence, has gone through several changes, different modes or structures, so to speak, lasting thousands of years. Gebser has delineated five structures of consciousness: Archaic, Magical, Mythical, Mental/Rational, and Arational/Integral. With each of these structures or consciousness comes a system of communication suited to the needs of the consciousness. Presently, humankind is once again in transition, in the throes of a shift from mental/rational to arational/integral consciousness. This shift can be seen in the art of the Impressionists and the aperspectival art of Cubism. Physicists discuss relativity and chaos. Philosophers have developed the premises of phenomenology. Music is being restructured in the atonal style of Hindemith and Stravinsky. Listening is taught as a focus of communication studies and customer service. This new stage of consciousness will require the individual to think and speak in some way other than dichotomously. It will require seeking the similarities in others and, as a result, diversity, not differences. The purpose of communication will be to connect with (not control) others and find the agreement and harmony in varied perspectives. What this means, more specifically, for the task of listening is that it will become increasingly important in a climate that emphasizes connection between people rather than competition. Education will focus on intrapersonal processes, learning to trust intuition, and teaching students a non-judgmental attitude. (Contains a table showing the structures of consciousness and communication and seven references.) (TB)

ED 384 932   CS 508 974

Rubin, Donald; And Others
Effects of Language and Race on Undergraduates' Perceptions of International Instructors: Further Studies of Language and

school-finance litigation and legislation for that calendar year. The first part summarizes and analyzes state school-finance court decisions; included is a table listing the state, date of the decision, court, case summary and reference, and the actions taken after the decision. Trends in court decisions are also described. The second section looks at state-school finance legislation; a series of tables in the summary list legislation by category, describe the content of the legislation, and provide the bill number. Most of the court cases centered on equity and adequacy of state funding, and state courts continued to differ on the acceptability of variations in expenditures based on wealth, primarily property wealth. A notable exception was the supreme court case in Arizona that overturned the funding system based on disparities in school facilities. School-finance legislation, of necessity, deals broadly with all aspects of state funding and so divides itself into many types of legislation. It appears that many of the legislative initiatives would necessitate increased levels of funding, and with states in better fiscal health in recent years, education advocates may feel optimistic. On the other hand, a number of states are considering tax rebates and/or tax cuts. Thirteen tables are included. Contains 11 references. (LMI)

ED 384 950   EA 026 795

Oswald, Lori Jo
School-Based Management. ERIC Digest, Number 99.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERI Information Analysis Products (071)
DESCRIPTORS- *Decentralization; Educational Change; Elementary Secondary Education; Governance; *Participative Decision Making; Resistance to Change; *School Based Management
IDENTIFIERS- ERIC Digests

This digest summarizes some of the recent research regarding school-based management (SBM). In particular, it addresses two questions: (1) Is SBM working, and (2) What can schools changing to an SBM system do to ensure success? Information is presented on what type of SBM system works best, research on SBM success, the kinds of problems encountered in an SBM system, the responsibilities of stakeholders, and the best way to change to an SBM system. Barriers to SBM frequently include lack of knowledge by participants about what SBM is and how it works; lack of decision-making skills, communication, and trust among stakeholders; statutes, regulations, and union contracts that curtail decision-making authority and teachers' time involvement; and the reluctance of some administrators to share decision-making authority. SBM success requires an understanding among stakeholders about SBM, how it is implemented, and their new roles and responsibilities; district support; and adequate time (3-15 years). (LMI)

ED 384 951   EA 026 796

Oswald, Lori Jo
Priority on Learning: Efficient Use of Resources. ERIC Digest, Number 100.
SPONS. AGENCY- Office of Educational Research and Improvement

PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- *Administrator Role; Educational Change; Educational Cooperation; Elementary Secondary Education; *Institutional Mission; *Organizational Climate; Organizational Development; Organizational Objectives; *Participative Decision Making; *Principals

Although, theoretically, an organizational vision can unite school-community members, it can also destroy organizational culture without the consensus of those members. This publication offers guidelines for creating a collaborative vision--one that gives all members the opportunity to help create the vision. Each school should choose a strategy that conforms to its own particular style of decision making and the level of maturity of its work culture. Some overall guidelines include the following: (1) involve all stakeholders; (2) follow your dreams; (3) inform your ideals with data--commit to continual learning; (4) assign tasks to work teams; (5) live the vision; (6) tap the power of symbols to communicate the vision; and (7) commit to an ongoing process. The principal should take time to thoroughly understand the school culture; facilitate the school vision (rather than push one's own); integrate the vision with external demands; and learn from failure. (LMI)

ED 384 971 EA 026 861

Building a System To Invest in People: States on the Cutting Edge.
PUB DATE- 95
NOTE- 291p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developmental Programs; Economic Development; Elementary Secondary Education; Job Development; *Job Training; *Labor Force Development; Performance Technology; Private Sector; Productivity; *School Business Relationship; *State Action; *State Programs; State Standards; Statewide Planning; Systems Development; Training Objectives

In 1989, the National Center on Education and the Economy created the Commission on the Skills of the American Workforce. In its 1990 report, "America's Choice: High Skills or Low Wages!," the commission recommended that the United States build a new skills-development system. This document provides a progress report on reforms that followed the publication of "America's Choice." Following a brief overview of developments at the national level, the rest of the document describes the reform efforts of 12 leading states--Indiana, Kentucky, Maine, Massachusetts, Minnesota, New York, Oregon, Pennsylvania, Vermont, Texas, Washington, and Wisconsin--in four areas: economic-development policy, basic education reform, the post-basic-education and training system, and the development of a labor-market system. Each state profile gives a broad picture of what the state is doing in these four areas, how the reforms fit together, and the strengths and weaknesses of the state strategy. The states: (1) set high standards for basic education; (2) offer professional and technical pathways

Who Influences Decisionmaking about School Curriculum: What Do Principals Say? Issue Brief.
PUB DATE- Jul 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; *Decision Making; Elementary Secondary Education; Participative Decision Making; *Principals; Private Schools; Public Schools; *Teacher Influence

In the debate over school-management reforms, some policymakers have argued for greater accountability and centralized control, whereas others have supported greater decentralization through school-based-management approaches of various types. The 1990-91 Schools and Staffing Survey (SASS), conducted by the National Center for Education Statistics (NCES), provides data on educational decision making from the principal's perspective. This document describes some of the SASS findings. According to principals, public and private schools distinctly differed in who influenced decisions concerned with establishing school curriculum. Influence over curriculum appeared to be more evenly distributed in public schools than in private schools. Principals reported that teachers, principals, school boards, and state departments each had "a great deal" of influence on curriculum decision making. In contrast, a majority of private school principals perceived themselves as more strongly influential than other groups; they also regarded teachers to be key decision makers. Public-school principals in schools with fewer than 150 students were more likely to report principals and teachers as strong influences and less likely to report state departments of education and school boards as strong influences than were their counterparts in larger schools. In general, the results related to school size for private schools are less conclusive than for public schools. One table and one figure are included. (LMI)

ED 384 990 EA 026 891

Issues To Consider in Moving beyond a Minimal Competency High School Graduation Test.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; High Schools; Minimum Competencies; *Minimum Competency Testing; Performance; *State Standards; Student Certification; *Student Evaluation; *Testing Problems
IDENTIFIERS- *Mississippi; *United States (Southeast)

This report offers advice on the issues to be considered and the steps to be taken when implementing a high school graduation test. The research was conducted, specifically, to address problems with Mississippi's high school exit test. An external panel, developed by Southeastern Regional Vision for Education (SERVE), reviewed data obtained through a site visit, interviews, and document analysis. Chapter 1 presents introductory information, chapter 2 provides an overview of the Mississippi context, chapter 3 contains an executive summary, and the final chapter contains the full report. The following issues are addressed: curriculum/test specification issues;

program; (5) use a small pilot group to facilitate change; and (6) use the SoC Questionnaire to conduct continuous assessment. Fifteen figures are included. Contains six references. (LMI)

ED 385 008 EA 026 912

Bennett, Sally J.

Interim Report on the Implementation of Accountability at the Leadership in Accountability Demonstration (LAD) Schools.

PUB DATE- 17 Jan 95

NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accountability; Elementary Secondary Education; Performance; *Program Effectiveness; Program Implementation; *Program Validation; Public Schools; *Self Evaluation (Groups); Validated Programs

IDENTIFIERS- *San Diego Unified School District CA

This report presents findings of an evaluation, conducted in 1994, of 10 Leadership in Accountability Demonstration (LAD) schools in the San Diego City Schools. The report provides information on the status of accountability implementation, particularly regarding the schools' recognition and intervention practices. The evaluation sought to determine the extent to which the LAD schools articulated and implemented an accountability system and addressed each of the four elements of accountability. The four elements of accountability included standards, related assessments, recognition and intervention measures, and public reporting practices. Data were obtained from school self-assessments and onsite observation (validation review). Findings show that the average highest ratings were in the area of standards, where most schools placed at performance levels 3 and 4 (on a scale of 1 to 4). The next highest ratings were for assessment, followed by articulation and implementation of the accountability system. Slightly lower average ratings were found for public reporting and recognition/intervention. The 10 LAD schools have continued to move forward in their accountability efforts. In the first project year, sites focused on the identification of standards and related learner outcomes and began to investigate performance-based assessments to measure progress toward those outcomes. During the second year, LAD schools began using their work in standards and assessment to identify appropriate recognition and intervention strategies and report on student achievement and programs toward meeting school goals and expectations. Five recommendations to improve the LAD system include: (1) promote the expansion of the accountability self-assessment process; (2) develop and disseminate suggested strategies to help sites make the "next step" in progressing along the accountability continuums; (3) investigate ways to continue building assessment capacity at the site and district level; (4) provide support and training for schools in the identification and application of appropriate means of recognizing success and the modification of programs and practices to intervene when progress is not made; and (5) bring into alignment all accountability systems and requirements from national initiatives (Goals 2000, Title I, School-to-Work), state projects (Program Quality Review, Western Association of Schools and Colleges Accreditation, state assessments), and training and support, and emphasis on functional life skills and vocational preparation. The three sites, which served a total of up to 20 students at each site, each fall, each developed tailored vocational programs with project support. Program development involved needs assessment, inservice training, individual site training and support, and ongoing consultation. Evaluation data gathered on the programs, staff, and students (N=67) indicated that the development of community work experience components was the most significant programmatic change. During the last year, the project will provide technical assistance in the establishment of a computerized data system, support for SED students mainstreamed in rural schools, and expansion of a consultative model. (Contains 37 references.) (DB)

ED 385 025   EC 304 053

Hall, Tracey E.; Baker, Scott
An Inside Look at School Reform: What We Have Learned about Assessing Student Learning in a Nongraded Primary School.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 95
NOTE- 18p.; In: The Oregon Conference Monograph 1995. Volume 7; see EC 304 046.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Reading; Educational Change; *Evaluation Methods; High Risk Students; Nongraded Instructional Grouping; Primary Education; Reading Readiness; Regular and Special Education Relationship; School Restructuring; *Special Needs Students; *Student Evaluation; Writing (Composition)
IDENTIFIERS- *Authentic Assessment

This paper provides background information on school reform and describes efforts to implement an assessment system for students with disabilities in 12 nongraded primary classrooms. Background information briefly covers the school restructuring movement, the history of nongraded primary education, alternative assessment strategies which focus on real world applications, and the application of assessment procedures to general and special education needs. The assessment system described was designed to: (1) provide teachers with information they consider important; (2) document student achievement over time and in relation to normal achieving peers; and (3) facilitate communication between general and special education teachers. The program developed assessment tasks in reading, written expression, and mathematics. Discussion was limited to reading and written expression because of space and because teachers were more satisfied with the assessment information in these areas. Examples of assessment tasks included identification of letter names, knowledge of most common letter sounds, and sentence copying for early primary (kindergarten and grade 1) students; and oral reading fluency and creative writing for late primary (grades 2 and 3) students. Assessment at the end of the first year provided information on current practices and student performance, and these classroom-based authentic assessment procedures are to be continued a second year. Increased frequency in monitoring assessment of students identified as at risk is also planned. (Contains 12 references.) (DB)

ED 385 026   EC 304 054

Preparing for the 21st Century--A Labor Perspective" (Angela Traiforos); "Rehabilitation Education in the 21st Century" (Daniel C. McAlees); "Providers of Rehabilitation Services" (Patrick W. McKenna); "The Role of the Rehabilitation Facility in the 21st Century" (Kenneth J. Shaw); "Women and Vocational Rehabilitation: An Urgent Need for New Directions" (Margaret A. Nosek); "Rehabilitation as a Knowledge Business" (Jon Lundin); "Independent Living and Disability Culture Perspective" (Paul Spooner); and "The Voice of the Special Group" (Ruth Royall Hill). Also included are recommendations from the seminar and reflections of current and retired rehabilitation leaders on the past, present, and future of the field. (Some individual papers contain references.) (SW)

ED 385 045 EC 304 078

McEwan, Barbara; Nimmo, Ginny
Effective Management Practices for Severely Emotionally Disturbed Youth: A Collaborative Study on Democratic Practices in Inclusive Classrooms. Draft.
PUB DATE- Apr 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Behavior Change; Classroom Techniques; Conflict Resolution; *Constitutional Law; *Discipline Policy; Elementary Secondary Education; *Emotional Disturbances; *Inclusive Schools; Justice; Mainstreaming; Models; Self Management; *Social Responsibility; Student Behavior; *Student Responsibility; Student Rights; Teacher Attitudes

This study assessed whether a classroom foundation based upon constitutional rights and responsibilities would help elementary and secondary school students with emotional disturbances who are being mainstreamed. The framework of Judicious Discipline, which balances individual rights against social responsibility, was applied in public school inclusive classrooms. One rationale for use of this framework was that the model would provide a consistent base for decision making. This investigation involved interviews with two special educators, one classroom teacher, and one school administrator representing four schools. Based on the interview responses, experiences in using Judicious Discipline with students with emotional disturbances are summarized. Some commonalities that emerged included the use of constitutional language to defuse potential power struggles and increased parental involvement in the classroom community. One teacher's goal was to teach students a process for avoiding problems by encouraging them to stop, consider their actions, and talk about responsibilities of the individual student and the whole class. (Contains 10 references.) (SW)

ED 385 046 EC 304 079

Watson, Don E.
Whom Do You Mean When You Say "All"? Educator Beliefs Regarding Students with Learning Disabilities Achieving Colorado's Educational Standards.
PUB DATE- 20 Apr 95
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Consultants; *Consultation Programs; Cooperative Planning; Elementary Secondary Education; Higher Education; *Interprofessional Relationship; *Knowledge Level; *Preservice Teacher Education; Role Perception; *School Psychologists; Student Attitudes; Teacher Role; *Teamwork; Undergraduate Study
IDENTIFIERS- *Teacher Collaboration

This study examined whether preservice teachers' understanding of collaborative consultation improves significantly during undergraduate training and whether they receive experiences working with other school professionals. The study compared the perceptions of 128 college freshmen with 130 college seniors at a mid-sized, midwestern university. Specific study concerns were students' knowledge of roles of multidisciplinary team members, understanding of consultation, and experience talking with school psychologists. Findings included: preservice teachers think they have a good understanding of their role in case conference committees and in deciding children's individualized education programs; seniors participated in more case conferences than freshmen, but their understanding of their role and the roles of others was not significantly greater than freshmen just entering the teaching program; the majority of preservice teachers felt they could work collaboratively with other school professionals, but fewer than 5 percent of seniors agreed that they had learned methods for framing problems to discuss with a school psychologist; 85 percent of preservice teachers had never spoken to a school psychologist, and many felt they needed a better understanding of their role in consultation; and fewer than 25 percent of seniors agreed that they were familiar with various consultation models. (Contains 13 references.) (SW)

ED 385 064 EC 304 097

Ivarie, Judith J.
Strategies for Managing Conflict in the Collaboration Process.
PUB DATE- 6 Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Conflict Resolution; Cooperative Planning; Decision Making; Elementary Secondary Education; *Interprofessional Relationship; *Listening Skills; *Problem Solving; *Special Needs Students; *Teamwork
IDENTIFIERS- *Teacher Collaboration

Approaches to managing conflict in the collaborative process are discussed, along with the need for collaboration in schools. Collaboration by teachers, administrators, parents, and others can help identify problems, consider relevant data, plan and implement interventions, and evaluate results. However, the knowledge, experience, and values of team members may differ. Useful strategies for addressing conflict in the collaborative process included: "withdrawing," "forcing," "smoothing," "compromising," and "confronting." Active listening behaviors up in the morning, getting ready for school, homework, chores, dinner time, free time, bed time, weekends, shopping, and relationships with siblings. In covering these aspects of family life, parents are reminded that children with ADHD need time to adjust to new situations and the transitions that occur in daily life. Parent are urged to keep in mind that the child's attention and concentration problems, rather than their attitude, are often issues when doing chores and other activities. An explanation of behavior management provides examples of positive and negative consequences and ineffective consequences. It is noted that two key factors in using consequences are consistency and timing: rules should be firm and consistently enforced, and consequences should occur as soon as possible after the behavior one is trying to change. (SW)

ED 385 084 EC 304 117

Pitts, Raymond J., Jr.; Marchitell, Carolyn K.
Project Return: A Parent's Guidebook. Revised Edition.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Services; Compliance (Legal); *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Parent School Relationship; State Legislation; *Student Placement; Transitional Programs
IDENTIFIERS- Individualized Service Plans; *Maryland; *Senate Bill 588 (Maryland)

This guidebook is intended to assist parents of children with disabilities who will be returning to the state of Maryland because of Senate Bill 588, which strongly discourages out-of-state placements of individuals with disabilities or other special needs. The first section is on "getting ready" and provides a summary of Senate Bill 588, an interpretation focusing on the timeline for returning children to in-state care, answers to commonly asked parental questions, and a form for logging relevant information during the process. The second section discusses setting up the child's program. It includes information on the individualized education program (IEP) or individualized service plan, a student profile, considerations for the IEP, the concept of "wrap around care," forms for tracking contacts, and a sample letter for obtaining names and telephone numbers of support personnel. The final section focuses on keeping the child's program going. It provides information and suggestions on successful transition, managing change, key contacts, and a conference log form. Also included are a glossary of terms associated with Senate Bill 588 and a list of agency abbreviations. (DB)

ED 385 085 EC 304 118

Pitts, Raymond J., Jr.; Marchitell, Carolyn K.
Rays of Hope: The Special Child and the Family.
PUB DATE- 95
NOTE- 67p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

This manual, developed by the Families in Action Project, is intended to provide parents and other family members of children with emotional disorders some practical ideas and tools with which they can become effective partners with professionals in the policy-making process. The first section, "Understanding the Board Process," describes different types of policy-making bodies, their general roles and functions, and special issues that the parent (as a consumer representative) should consider. The second section, "Strategies for Effective Participation," looks at the various skills board members and advocates use to exert influence. Suggestions on improving communication skills, leading and participating in meetings, dealing with conflict, and getting one's message across are provided to help parents develop an effective, credible "style" of participation. The third section, "Organizing as Advocates," examines how family support and advocacy organizations can best influence the system, recruit and prepare members for policy-making roles, and avoid organizational "burnout" in trying to balance their responsibilities of mutual parent-to-parent support and system change efforts. The fourth section, "Resources for Decision-Making," provides a variety of information sheets, contacts for further information, and other materials to help parents obtain the background data needed to support proposals and ideas. (Contains 19 references.) (DB)

ED 385 103 EC 304 137

Williams-Murphy, Tracy; And Others
Family/Professional Collaboration: The Perspective of Those Who Have Tried.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 94
NOTE- 41p.; A product of the Families as Allies Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Agents; *Change Strategies; *Child Advocacy; Children; *Cooperation; *Emotional Disturbances; Family Involvement; *Mental Health Programs; Parent Education; *Parent Participation; Participant Satisfaction; Problem Solving; Professional Development; Program Evaluation; Social Services; Teamwork; Training; Workshops

This monograph reports the results of an effort to assess the experiences of family members and professionals who have received family/professional collaboration training and provides an evaluation of the training program and a discussion of the nature of collaboration. The fundamental concept underlying the training curriculum was the pairing of family members and professionals to participate in exercises promoting collaborative problem solving, communication, and advocacy skills. Primary training objectives included the identification by participants of potential attitudinal and systemic barriers to collaboration, knowledge and skills related to collaborative relationships, and the practice of these skills through experiential exercises. The curriculum used co-trainers consisting of both a professional service provider and a parent of a child with an emotional disorder. Fifty-two individuals (24 family members, 24 professionals, and 4 "dual respondents" i.e., each was both a family member and a professional) who had participated in the family/professional collaboration workshops

An argument is presented for making English language education more appropriate to the social requirements of students and educators in different environments throughout the world. This book recommends the use of ethnographic action research to find culturally appropriate methodologies and a shift in teacher education from mastery of culturally narrow classroom techniques to mastery of skills in solving classroom problems. The book is divided into three parts: Part A, The Culture of the Classroom, includes discussions on the social context, metaphors for the classroom, the variety of classroom cultures, student and teacher groups. Part B, Sources of Conflict, includes technology transfer; the politics of projects; project management; and teachers' and students' lessons. Part C, Appropriate Methodology Design, is comprised of: a culture-sensitive approach; solving classroom problems; and curriculum and project design. A substantial bibliography is appended. (MSE)

ED 385 123 FL 023 103

Matras, Yaron, Ed.
Romani in Contact: The History, Structure and Sociology of a Language.
PUB DATE- 95
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Diachronic Linguistics; Discourse Analysis; Ethnic Groups; Etymology; Interference (Language); Language Research; Language Role; *Language Variation; Lexicology; *Linguistic Borrowing; Linguistic Theory; Migration Patterns; *Oral Language; Periodicals; *Regional Dialects; Romanian; Sociolinguistics; *Uncommonly Taught Languages; Verbs; Vocabulary; Written Language
IDENTIFIERS- *Language Contact; *Romany

This collection of essays focuses on historical, structural, lexical, and sociological aspects of Romani and its regional variations. The focus is primarily but not exclusively on oral language. Essays include: "On Typological Changes and Structural Borrowing in the History of European Romani" (Vit Bubenik); "On the Migration and Affiliation of the Domba: Iranian words in Rom, Lom and Dom Gypsy" (Ian Hancock); "Plagiarism and Lexical Orphans in the European Romani Lexicon" (Anthony Grant); "Interdialectal Interference in Romani" (Norbert Boretzky); "Verb Evidentials and Their Discourse Function in Vlach Romani Narratives" (Yaron Matras); "Notes on the Genesis of Calo and other Iberian Para-Romani Varieties" (Peter Bakker); Romani Lexical Items in Colloquial Romanian" (Corinna Leschber); "Romani Standardization and Status in the Republic of Macedonia" (Victor A. Friedman); and "Trial and Error in Written Romani on the Pages of Romani Periodicals" (Milena Hubschmannova). (MSE)

ED 385 124 FL 023 105

Black, Miriam Therese
Who Is Really Participating? An Exploration of the Nature of Student Classroom Participation and the Factors that Teachers Can Manipulate To Enhance Student Participation in the Classroom.
PUB DATE- Apr 95
NOTE- 96p.; Master's Thesis, School for International Training, Brattleboro, Vermont.

NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English (Second Language); Evaluation Methods; Foreign Countries; *Language Tests; Questionnaires; Research Methodology; Secondary Education; *Test Norms
IDENTIFIERS- Hong Kong; *Teaching to the Test

This paper presents preliminary research findings, using qualitative and quantitative methods, on the washback effect of the revised Hong Kong Certificate of Education Examination in English in Hong Kong secondary schools. The research employed various methodological techniques such as questionnaires (one sent out to 42 students; and the other to 48 teachers), interviews, and classroom observations, which are based on an in-depth case study approach to sampled schools in Hong Kong. Findings indicate that the washback effect worked quickly and efficiently to bring about changes in teaching materials, largely due to the commercial characteristics of Hong Kong society, but somewhat slowly, reluctantly, and with difficulty in the methodology that teachers employ. It is suggested that teaching content has so far received the most intensive washback effects, although washback effects have also been observed in teachers' attitudes and behaviors and in the English curriculum. (Contains 38 references.) (Author/NAV)

ED 385 144 FL 023 142

Neff, JoAnne; Prieto, Rosa
L1 Influence on Spanish EFL University Writing Development.
PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; *English (Second Language); Foreign Countries; *Interference (Language); Language Dominance; Language Research; Second Language Learning; *Spanish; *Writing (Composition); *Writing Skills
IDENTIFIERS- *Spain

This is an in-process report on over 100 English-as-a-Foreign-Language argumentative compositions written by Spanish university students in first and fourth year philology. The project aim was to compare writing development over 4 years in a cross-sectional design. As data were collected, factors other than developmental stages began to appear, such as native language (L1) impact and learning language (L2) constraints. It was decided to study the writers in both the L1 and L2 and then to compare results with similar age American student writers as well as professional Spanish and English writers in the argumentative text typology. Results are presented as global analyses of student writers, analysis of individual student groups, and analyses of the professional writers. Findings suggest that Spanish writers favor heavily embedded clauses more than English writers; they did not require the use of more function words, as originally believed. Interesting transference aspects also surfaced, and it was noted that American college student (junior-year-abroad) writers showed

*Industrial Training; Insurance Companies; Job Skills; Labor Force Development; Organizational Climate; *Politics of Education; *Sex Bias; Sex Fairness; *Skill Development; *Technological Advancement; Training Objectives; Unions; Womens Education
IDENTIFIERS- *Australia; Great Britain; United States

This publication is part of the study materials for the distance education course, Adults Learning: The Changing Workplace B, in the Open Campus Program at Deakin University. Section 1 looks mostly at male-dominated trades work and at some historical modes of the flexing of political muscle in struggles over the definition of work and skill. It examines ideas about the male body as an integral part of skill, the way bodies are related to machine and work design and how 'difference' becomes 'male advantage' at work. Section 2 looks primarily at female-dominated work in the public service and also at contemporary bureaucratic modes of 'flexing political muscle' through highly rationalized methods of defining work and skill. It examines the lessons of a major pay equity project that failed, and shows how women's skills are systematically understated by the gendered nature of hierarchical work organization. The third section looks briefly at how training becomes the battleground for many of these conflicting interests in the design of working life. Contains 29 references at the end of these three sections. The following papers constitute approximately 70% of the document: "The Talents of Women, the Skills of Men: Flexible Specialisation and Women" (J. Jenson); "Hierarchies, Jobs, Bodies: A Theory of Gendered Organisations" (J. Acker); "Technology and the Redesign of Work in the Insurance Industry" (E. Appelbaum); and "New Technology, Training and Union Strategies" (H. Rainbird). Concluding the document is a 10-item annotated bibliography. (MN)

ED 384 704 CE 067 748

Bernard, Elaine
Technological Change and Skills Development. EEE700 Adults Learning: The Changing Workplace A.
SPONS. AGENCY- Victorian Education Foundation.
PUB DATE- 91
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Educational Needs; Education Work Relationship; Employer Employee Relationship; Employment Qualifications; Foreign Countries; *Industrial Training; *Job Skills; Labor Force Development; Office Machines; Office Occupations; Organizational Change; Sex Differences; *Skill Development; Skilled Occupations; Social Influences; Socialization; *Technological Advancement; *Technology; Work Environment
IDENTIFIERS- *Australia

This publication is part of the study materials for the distance education course, Adults Learning: The Changing Workplace A, in the Open Campus Program at Deakin University. The first part of the document examines the relationship between technological change and skills development. The following topics are discussed: the new technological revolution and its effects on public institutions; the positive potential and negative aspects of new technology and necessary choices; defining technology (the significance of the labor process and technological determinism); social transformations of states from which at least 44 responses were received. Customer satisfaction with programs was high: 85.2% of respondents rated their program as excellent/very good, and only 3.6% rated it as fair/poor. High overall ratings of programs were consistent across race, age, employment status, and income groups. Three-fourths of the 61% of respondents who had participated in other government programs rated their displaced homemaker/single parent program as much better/better than the other government program(s) in which they had participated. Satisfaction with the following program areas and services was also high: career exploration/counseling; support services, life skills development, and job training and placement. (State summaries and 343 tables/graphs are included.) (MN)

ED 384 722 CE 069 325

Klerman, Jacob A.; Karoly, Lynn A.
The Transition to Stable Employment: The Experience of U.S. Youth in Their Early Labor Market Career.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Dropouts; *Education Work Relationship; *Employment Experience; *Employment Patterns; *Entry Workers; High School Graduates; Longitudinal Studies; Males; National Surveys; Postsecondary Education; Secondary Education; Tables (Data); Tenure; *Vocational Education; *Youth Employment
IDENTIFIERS- *National Longitudinal Survey Youth Labor Market Ex

Data from the National Longitudinal Survey of Youth were analyzed to identify patterns in the early labor market and employment experience of a sample of 12,781 U.S. youths who were first interviewed in 1979 (at ages 14 through 21) and last interviewed in 1990 (at ages 25 through 32 years). School-to-work transition patterns were classified by school-leaving group (SLG) (no high school diploma, high school diploma, some college, college diploma, or some postcollege education). SLGs were analyzed in terms of the following factors: percentage of sample members employed, percentage in school, number of jobs held, and age at entrance into first job. While the median high school graduate entered his "three-year job" while he was 22, the median high school dropout, who first entered the labor force several years earlier, did not enter that job until he was 23. In contrast, the median college graduate--who entered the labor force four years later than the high school graduate--entered his "three-year job" shortly after turning 23. Although racial/ethnic groups and women manifested different employment, school attendance, and job stability patterns, the patterns of school-to-work transition by male high school graduates were surprisingly similarly across the three racial/ethnic groups. By using the SLG classification and a different concept of job duration, the study found less support for the notion that high school graduates typically mill about in the labor market until well into their twenties. It was recommended that school-to-work transition initiatives be targeted toward high school noncompleters. Appended is information about sample distribution by SLG and effect of alternative SLG definitions and/or sample members' return to school. Contains 53 references and 67 tables/figures. (MN) special project final performance summary report form.) (MN)

ED 384 740 CE 069 373

Hawaii Annual Performance Report for Vocational Education: 1993-1994. For the Vocational Education State-Administered Program under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.
PUB DATE- Dec 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Adult Vocational Education; Annual Reports; Articulation (Education); Community Colleges; Coordination; Educational Legislation; Educational Objectives; *Enrollment; Federal Legislation; Integrated Curriculum; Outcomes of Education; Program Effectiveness; *Program Evaluation; *Program Implementation; *Program Improvement; Secondary Education; Special Needs Students; *Statewide Planning; Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Hawaii

During the 1993-94 program year, enrollment in secondary and postsecondary vocational education (VE) programs in Hawaii totaled 20,788 and 8,645, respectively. VE services were provided primarily through Hawaii's 39 public secondary schools, 7 public community colleges, and the University of Hawaii Community Colleges Employment Training Center. VE program development and improvement efforts in 1993-94 were directed toward meeting the national objectives of VE enumerated in the 1990 Perkins Act and thus focused on the following: statewide planning and leadership activities; secondary, postsecondary, and adult VE programs; single parents/displaced homemakers programs; sex equity programs; and programs for criminal offenders. Substantial efforts were again made in the development of tech-prep. Curriculum development efforts at the secondary level focused on making course work more "applied" in nature and on integrating academic and vocational/occupational instruction. In 1993-94, 43 employers in Hawaii's tourist industry were interviewed regarding their satisfaction with provision of VE in Hawaii, and 101 VE students were surveyed regarding their plans/aspirations and satisfaction with VE. The employers and students alike appeared highly satisfied with Hawaii's VE program. (Appended are secondary and postsecondary statistical summaries.) (MN)

ED 384 741 CE 069 377

Maryland Annual Performance Report, 1993. Schools for Success.
PUB DATE- 31 Dec 93
NOTE- 82p.; For the 1994 report, see CE 069 378.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Academic Standards; Adult Vocational Education; Annual Reports; Articulation (Education); *Career Education; Community Colleges; Coordination; Correctional Education; Disabilities; Disadvantaged; Displaced Homemakers; Educational Facilities; Educational Practices; *Enrollment; Financial Support; Integrated Curriculum; Job Training; Limited English Speaking; Nontraditional Occupations;

Hearings on Training Issues. Hearings before the Subcommittee on Postsecondary Education, Training and Life-Long Learning of the Committee on Economic and Educational Opportunities, House of Representatives, One Hundred Fourth Congress, First Session (March 1, 3, 7, 16, 21, and 23, 1995).
PUB DATE- Mar 95
NOTE- 677p.; Serial No. 104-12.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demonstration Programs; Educational Change; *Educational Innovation; *Educational Needs; Educational Practices; Educational Trends; *Education Work Relationship; *Employer Attitudes; Federal Government; *Government Role; Hearings; Job Skills; Job Training; Postsecondary Education; *School Business Relationship; Secondary Education
IDENTIFIERS- Congress 104th; Proposed Legislation

This document records the oral and written testimony of more than 50 witnesses who testified in a series of hearings held by a U.S. House of Representatives subcommittee on establishing a streamlined top quality and efficient system of work force preparation for young people and dislocated workers. The hearings focused on what the federal role should be in changing education both at the secondary and that postsecondary levels to meet the global economy demands of a high performance workplace. Witnesses included practitioners in the field who have been successful in designing educational programs that teach students the academic and vocational skills they will need to meet the needs of employers; other witnesses were students who have benefited from innovative educational programs and employers who have hired students who meet their employment demands. The witnesses testified that innovative approaches are working in some places in the country and that federal legislation that gives local communities and schools the flexibility to implement these ideas without burdensome regulations is needed. The witnesses especially wanted some funding for innovative ideas without the huge amounts of time-consuming paperwork that are presently necessary to fulfill the requirements for various federal set-aside programs. (KC)

ED 384 760 CE 069 410

Boland, Pat, Ed.
School-to-Work: Equitable Outcomes. Equity in Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Programs; *Educational Change; Educational Legislation; *Education Work Relationship; Federal Legislation; Multicultural Education; School Business Relationship; Secondary Education; *Sex Fairness; *Vocational Education
IDENTIFIERS- School to Work Opportunities Act 1994

This booklet looks at a specific part of the diversity of students in school-to-work (STW) programs--gender in a multicultural context--to help educators, private industry, parents, and policy makers incorporate equity into their STW programs. After a brief overview of STW, the booklet outlines

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Evaluation Methods; *Portfolio Assessment; *Portfolios (Background Materials); Postsecondary Education; Self Evaluation (Individuals); *Student Evaluation; Student Records

This manual, based on a workplace literacy project, discusses the pros and cons of using portfolios for student evaluation from a practitioner's standpoint. It also highlights the assessment tools that can aid in making learning more relevant and goal-oriented for adult learners. The manual is organized in six sections. The first section discusses what portfolios can do, and the second section explains what a portfolio is and how it can be used in adult education. The third section suggests the benefits that can accrue from using portfolios for adult learners. In the fourth section, the types of items that can be kept in a portfolio are described. The fifth section suggests methods of using portfolios in the classroom and touches upon the ethics of portfolio ownership. The final section reflects on instructor and learner evaluation of portfolios. Six appendixes provide samples of the following: learner interview form, learning style survey, individualized education plan, individualized education plan chart, student attendance log, and skill enhancement program motivation monitor. Contains 11 references. (KC)

ED 384 779 CE 069 465

Polzella, Donald J.; Fine, Mark A.
A Manual for Conducting Even Start Program Evaluations.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 9 Aug 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Citations (References); Early Childhood Education; *Educational Assessment; Evaluation Methods; Family Programs; Federal Programs; Integrated Services; *Literacy Education; Program Evaluation; Program Implementation; Program Improvement; Resources; Student Evaluation; *Tests
IDENTIFIERS- *Even Start; Family Literacy

Project Even Start is an intergenerational literacy project that promotes adult literacy, trains parents to support the educational growth of their children, and prepares children for school. The program is designed to facilitate joint participation by parents and children. It includes home-based instruction and child care, and it is integrated within a network of relevant support services such as Head Start, volunteer literacy programs, and legislation such as the Adult Education Act, the Education of the Handicapped Act, and the Job Training Partnership Act. This manual was developed to train Even Start administrators and staff in assessing the effectiveness of their programs. The manual addresses the major components of the evaluation process: (1) definition of literacy and program evaluation; (2) general evaluation

(YLB)

ED 384 797 CE 069 499

State Profiles of Technology Applications in Adult Basic Education and Literacy Programs.
PUB DATE- Jul 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Computer Assisted Instruction; Computer Managed Instruction; *Computer Uses in Education; *Educational Technology; Educational Trends; *Literacy Education; *State Programs; *Technological Advancement

This document chronicles some of the innovative uses of technology in the adult basic education and literacy field and the creative and cooperative efforts of local service providers to increase the instructional resources for learners. In 1-2 page profiles, it provides information about how the 50 states and the District of Columbia are using technology applications to provide instruction, increase program access, and expand staff development opportunities. Each profile contains information on the state contact, instructional applications, and staff development in the field of educational technology. The profiles were prepared based on information obtained from state directors of adult education and their staffs and by reviewing state plans, annual performance narrative reports, and Section 353 special projects. (KC)

ED 384 798 CE 069 504

Richardson, John G.; McAlister, Maurice
Small and Part-Time Farmer Innovative Program Delivery Project, Madison County, North Carolina.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agricultural Education; Agricultural Production; Comparative Analysis; *County Programs; *Delivery Systems; *Extension Education; Farmers; *Instructional Effectiveness; Rural Extension
IDENTIFIERS- North Carolina (Madison County)

Two approaches to providing information about beef cattle preconditioning to randomly selected farmers were compared in a study involving 12 small and part-time farmers in Madison County, North Carolina. Half the farmers received the information from an extension agent via face-to-face consultations, telephone conversations, and an educational meeting. The remaining six farmers received the information through a poster, audiocassette, and fact sheets that were all developed by the extension agent. The farmers receiving the information via face-to-face instruction produced an average of 33.8 calves on their farm in 1993, whereas the farmers receiving the information without face-to-face contact averaged 22 calves per farm. Pretests and posttests assessing the farmers' knowledge gains established that the farmers receiving face-to-face instruction experienced knowledge gains of .976 and the other group experienced knowledge gains of .213. It was emphasized, however, that the latter group had a higher beginning knowledge level. Of the six individual delivery

Minnesota; Kalamazoo Valley Consortium Education for Employment Program, Kalamazoo, Michigan; Patterson Career Center, Dayton, Ohio; Shawnee High School's Aviation Magnet, Louisville, Kentucky; Baltimore Commonwealth, Baltimore, Maryland; Comprehensive Employment Work and Transition, Charlottesville, Virginia; and Performance-Based Diploma Program, Fort Pierce, Florida. Lists of 15 AED papers and products on school-to-work transition and 4 other AED resources are provided. (YLB)

ED 384 816 CE 069 543

Hedges, Lowell E.; Axelrod, Valija M.
Assessing Learning.
PUB DATE- 95
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Affective Measures; Career Education; Cognitive Tests; Competence; Criterion Referenced Tests; Employment Potential; *Evaluation Criteria; *Evaluation Methods; Job Skills; *Performance Tests; Psychomotor Skills; Recordkeeping; Records (Forms); Secondary Education; Special Needs Students; Student Certification; *Student Evaluation; Test Construction; Test Items; Test Results; Tests; *Vocational Education
IDENTIFIERS- Authentic Assessment; *Career Passports; Ohio

This handbook is designed to provide Ohio's vocational teachers with guidelines and materials for assessing student performance in the areas of academic, occupational, and employability skills. Chapter 1 examines assessment in the context of the educational reform agenda and efforts to link assessment and instruction and reviews the purposes of assessment. Reasons why assessing student learning is important to learners, teachers, administrators, and employers are detailed in chapter 2, and sources of information about the types of academic, occupational, and employability skills that vocational and career educators should assess are discussed in chapter 3. Chapters 4-8, which detail the steps in planning, conducting, and tracking assessments, include information on the following: planning assessments (curriculum frameworks, alignment with instructional goals, examining processes and products of learning, focusing on performance objectives, making assessment authentic, and developing self-assessment skills); assessing cognitive learning (developing and administering written tests and using alternatives to written tests); assessing affective learning; assessing psychomotor learning (specifying and developing performance tests for regular and special needs students); and tracking and reporting results (learner profiles, career passports, and external certification. Contains 32 references. (MN)

ED 384 817 CE 069 544

Hedges, Lowell E.
Developing Your Curriculum Guide: From Competencies to Student Performance Objectives.
PUB DATE- 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Yager, Geoffrey G.; And Others
The Effect of Recognition of Counselor and Counselor Skill on Counselor Trainees' Ratings of a Videotaped Counselor Effectiveness.
PUB DATE- 18 Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Counselor Educators; Counselor Performance; Counselors; *Counselor Training; *Familiarity; Higher Education; Instructional Effectiveness; *Instructional Films; Instructional Material Evaluation; *Microcounseling; Recognition (Psychology); Training Methods; *Videotape Recordings
IDENTIFIERS- *Counselor Effectiveness; *Video Viewing

Most counselor training programs make extensive use of videotaped demonstrations to convey information about important aspects of counselor behaviors and skills. This study investigates three questions: (1) Is an "inappropriate" counselor perceived as less effective than an "appropriate" counselor? (2) Is a recognized counselor perceived as more effective than an unrecognized counselor? and (3) What is the interaction between these two variables? Findings indicate that the inappropriate counselor was rated virtually identically whether the role player was known or unknown. However, in the demonstration of an appropriately skilled counselor, the unrecognized counselor was rated consistently and significantly lower on each subscale. These findings suggest that videotapes using unknown counselors may be less effective than those using counselors known to the trainees. (JE)

ED 384 836   CG 026 288

Military Careers: A Guide to Military Occupations and Selected Military Career Paths, 1992-1994.
PUB DATE- Jul 92
NOTE- 486p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; Armed Forces; Career Planning; *Careers; *Enlisted Personnel; Military Organizations; *Military Personnel; *Military Service; *Occupational Information; Occupations; *Officer Personnel; Secondary Education
IDENTIFIERS- *Military Occupations

This book was developed to help educators and youth learn about career opportunities in the military. It is a compendium of military occupational, training, and career information and is designed for use by students interested in the military. The first section, military occupations, contains descriptions of 197 enlisted and officer occupations. Some of the occupations described here include: human services; media and public affairs; health care; engineering, science, and technical; administrative; service; vehicle and machinery mechanic; electronic and electrical equipment repair, construction, machine operator and precision work; transportation and material handling; combat specialities; executive, administrative, and managerial; and health diagnosing and each of various reading subskills and overall reading success. Reading subskills were measured by locally developed reading skills tests. Overall reading success was measured by the reading subtest of the Iowa Tests of Basic Skills (ITBS). In each of three southern Indiana school districts, task forces of teachers had designed and constructed a series of reading skills for each of several grade levels. In school 1, 501 students were tested in grades 1-6; 189 students were tested in grades 1-6, 8, and 10 in school 2; and in the third school, 89 students were tested in grades 3, 5, and 8. The tests had been field tested and revised. All tests had reliabilities above 0.91. Tests averaged 20 skills per grade level. There were 6 test items per skill for the first group tested and 10 items per skill for the second and third groups tested. Tests were administered to a total of 758 students at the three sites. Results of the subskills tests were compared to the scores of the ITBS. Multiple regression analysis was performed to determine the amount of relationship between scores on local skills tests and overall reading effectiveness. Results indicated that: (1) phonics instruction in the primary grades did not correlate with reading comprehension; and (2) the use of context clues to determine word meaning was highly related to overall reading effectiveness. (RS)

ED 384 857   CS 012 206

Gunter, Johnette C.
Motivating First-Grade Students To Read Independently for Pleasure through a Whole Language Program.
PUB DATE- 94
NOTE- 56p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Childrens Literature; Grade 1; *Independent Reading; *Instructional Effectiveness; Primary Education; *Recreational Reading; *Student Motivation; *Whole Language Approach
IDENTIFIERS- *Reading Motivation; Trade Books

A practicum was designed to motivate first-grade students in a rural community in the southeastern United States to read independently for pleasure in the classroom and at home. A whole language program was implemented which did not include the use of basal readers or workbooks. Children's literature was the primary source used for reading instruction. Whole language activities and reading materials were provided for the students. The 23 first-grade students had the opportunity to read books from the classroom library and check out books from the school library. They were encouraged to take their library books home and share them with their families. All parents were asked to participate by reading to their children at home and encourage their children to read to them. Analysis of the data revealed that students read at least one book per week during their free time from the classroom library. Students also checked out at least one book from the school library per month. The students who took one library book home per month shared their books with their parents. (Contains 21 references and 6 tables of data. Appendixes present a reading list form and a parent verification form.) (Author/RS)

ED 384 858   CS 012 207

Ediger, Marlow
Determining the Spelling Curriculum (A Public Debate).
PUB DATE- 95

is where oral history comes in. While it is far too late to reclaim much information from the earliest years of composition teaching in this country, there is still the opportunity to retrieve the rest--if scholars hurry. Of primary importance is that scholars realize the necessity of having access to the information around them, how to locate it, and how to preserve it. Secondly, scholars must educate themselves in dealing with such information--where to find it, how to "do" it. To this end, they must know the methods of oral history--how to construct useful questions, how to conduct interviews, how to record and transcribe the materials they get, when and how to ask for collateral materials. They must also be aware that history is far more complex than dates and significant events. It is a comprehensive record of society. Modern composition scholars should keep thorough records of their own work for study by future generations. (Contains a 16-item selected bibliography of sources available on oral history and related disciplines.) (TB)

ED 384 877 CS 214 939

d'Aulaire, Ingri; d'Aulaire, Edgar Parin
Book of Greek Myths. A Yearling Special.
PUB DATE- Mar 92
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Childrens Literature; Classical Literature; Elementary Education; *Legends; *Mythology; Picture Books; Recreational Reading; Young Children
IDENTIFIERS- *Greece (Ancient); *Greek Mythology

This oversized, illustrated book discusses the gods, goddesses, and legendary figures of ancient Greece in a relaxed and humorous tone to entertain, enlighten, and educate young people. The first section of the book discusses the "olden times," Gaea, and the Titans. The second section tells the story of Zeus and his family, with sections on Hera, Hephaestus, Aphrodite, Ares, Athena, Poseidon, Apollo, Artemis, Hermes, Hades, Persephone and Demeter, and Dionysus. The next section tells the story of the following minor gods, nymphs, satyrs, and centaurs: Prometheus, Pandora, Deucalion, Eos, Helios and Phaethon, Selene, Pan, Echo, Syrinx, the Wild and Vulgar Centaurs, Asclepius, the Nine Muses, and Orpheus. The last section of the book tells the story of the mortal descendants of Zeus, including: Europa and Cadmus, Danaus, Perseus, and the Gorgon, King Midas, Sisyphus, Heracles, Theseus, Oedipus and, The Golden Fleece. (RS)

ED 384 878 CS 214 940

Langstraat, Lisa R.
Toward Mapping a Feminist Cultural Studies Approach to Composition.
PUB DATE- 18 Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Rouzie, Albert
The New Computers and Writing Course at the University of Texas at Austin: Context and Theory.
PUB DATE- 23 Mar 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Critical Thinking; Electronic Mail; Higher Education; Hypermedia; Popular Culture; Rhetoric; Rhetorical Theory; *Student Needs; Technological Advancement; Writing (Composition); *Writing Instruction
IDENTIFIERS- Course Development; Discourse Communities; Internet; *University of Texas Austin; World Wide Web

The new "Computers and Writing" course implemented by the division of rhetoric and composition at the University of Texas at Austin is an elective second-year writing course that satisfies the university's requirement for writing component courses. In this course, instructors and students generate and apply rhetorical terminology and strategies appropriate to the electronic arena, and analyze how changes in technology are represented in the popular discourse and media. Course texts include artifacts and imagery, popular narratives--the movie "Terminator 2" won out over a host of others--public media discourse, advertising, fiction, academic analysis, and a hypertext textbook called "This Is Not a Textbook." The course emerged through a number of enabling conflicts, such as the chilly embrace humanities departments have given computers. The computer course plays a diverse set of roles. One is the introduction of technology criticism, design and practice, but another is the element of play that can be a part of writing. Although the course stresses critical thinking and rhetorical sophistication, much of the practice of learning to apply and adapt rhetoric to electronic discourse involves the exploration of the Internet, MUDs, hypertext, the World Wide Web, news groups, and other lively, highly conflictive and decidedly unacademic discourse arenas. A review of the collaborative process through which a group of instructors designed the course shows how conflict carried on through electronic media led to fruitful outcomes. (TB)

ED 384 896 CS 214 961

Rode, Greg
Father Knows Best: Liberatory Pedagogy and the Tropics of Containment.
PUB DATE- Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Higher Education; Literacy; Popular Culture; *Power Structure; *Student Needs; *Teacher Student Relationship; Teaching Methods; *Teaching Styles; Undergraduate Students; Writing (Composition); *Writing Instruction

Ley, Terry C., Ed.
Literary Criticism and the Teaching of Literature: A Teacher's Sourcebook.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 93
NOTE- 320p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; Class Activities; Critical Theory; *English Instruction; *Literary Criticism; *Literature Appreciation; Secondary Education; Teacher Developed Materials; *United States Literature
IDENTIFIERS- Response to Literature

Written by teacher-participants during 3 summer institutes in literary criticism and the teaching of literature, the 11 resource guides presented in this book deal with literary texts by American authors--texts which are commonly taught in secondary English classrooms. Each resource guide in the book includes critical commentary and information regarding the text's potential for teaching; a pool of instructional objectives; options for beginning study of the text; options for dealing with the text after students have read it; suggestions for evaluating students' success with the text and with selected activities; an annotated list of related texts; and at least one camera-ready guide for reading aimed at enhancement of a designated concept, insight, or literary/reading skill or strategy. The book begins with "An Overview of Critical Approaches (Alex Dunlop and Drew Clark); and "Critical Theory in the Classroom" (Douglas Alley). Resource guides in the book are "'Silent Snow, Secret Snow' by Conrad Aiken" (Sandra P. Harper); "'The Awakening' by Kate Chopin" (MaDonna K. Leenay); "'Narrative of the Life of Frederick Douglass' by Frederick Douglass" (Patricia D. Franks); "'The Great Gatsby' by F. Scott Fitzgerald" (Jim Fletcher); "'The Scarlet Letter' by Nathaniel Hawthorne" (Phyllis F. Cherubini); "'Their Eyes Were Watching God' by Zora Neale Hurston" (W. David LeNoir); "'A White Heron' by Sarah Orne Jewett" (Janice M. Knipp); "'The Jilting of Granny Weatherall' by Katherine Anne Porter" (Mary Stamler); "'Of Mice and Men' by John Steinbeck" (Betty Esslinger and Ann Sharp); "'A Worn Path' by Eudora Welty" (Ronda Ramsey Foster); and "'Ethan Frome' by Edith Wharton" (Adela Aragon Candelaria). Appended is a 19-item annotated teacher's reading list for educators who wish to examine further the theories and pedagogy associated with the critical approaches used by the authors of the guides in the source book. (RS)

ED 384 915 CS 214 991

McAllister, Elizabeth A.
Learning Together: Collaboration for Active Learning in the Elementary Language Arts. Teaching Resources in the ERIC Database (TRIED).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 159p.; Published with EDINFO Press.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Attitude in Higher Education.
PUB DATE- 29 May 95
NOTE- 8p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; Interpersonal Relationship; *Language Attitudes; Racial Attitudes; *Student Attitudes; *Teacher Student Relationship; *Teaching Assistants; *Undergraduate Students
IDENTIFIERS- Communication Behavior; *Nonnative Speakers

Predicating that undergraduate students' judgments of teaching ability are based on perceptions of the instructor's linguistic nonstandardness rather than on actual (or manipulated) language patterns, a study examined differences among students' perceptions of non-native English-speaking instructors (NNSI). Photographs of either a Chinese, a Nigerian, or a Dutch student (of similar body type, ethnically typical, and similarly posed) were presented together with a script that explicitly identified the ethnicity of the instructors. A native Dutch speaker produced two versions (moderate accent and high accent) of two texts from published model college lectures. Though they were of approximately similar readability and length, one lecture was more clearly organized and less informationally dense than the other. Dependent measures included judgments of NNSI superiority, interpersonal attractiveness, and dynamism. Results indicated that: (1) though the NNSIs were on the average judged of equivalent physical attractiveness, students' idiosyncratic judgments of instructor attractiveness were the most potent factors in determining such outcomes as teaching skill and lecture quality; (2) students were able to discriminate between different levels of accentedness, and these differences in accent did affect certain judgments of NNSIs; (3) the African NNSI was judged highest in superiority and also in dynamism; and (4) being a person of color did not negatively affect student ratings. Findings suggest that undergraduates' perceptions of NNSIs can be affected by factors extraneous to language variables, and that the study lends credence to a generalized xenophobic reaction to NNSIs (rather than one based primarily on degree of racial difference). (RS)

ED 384 933 CS 508 975

Hendrix, Katherine Grace
Preparing Graduate Teaching Assistants (GTAs) to Effectively Teach the Basic Course.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; *Graduate Students; Higher Education; *Introductory Courses; *Speech Communication; *Teacher Improvement; *Teaching Assistants; *Teaching Skills
IDENTIFIERS- Historical Background; Training Effectiveness

Graduate teaching assistantships began in the late 1800s as a means of attracting individuals to graduate studies. Initially,

(ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Cost Effectiveness; *Efficiency; Elementary Secondary Education; Expenditures; Organizational Effectiveness; *Public Schools; *Resource Allocation; *School District Spending
IDENTIFIERS- ERIC Digests

Because school budgets are limited and becoming more so, the wise use of school finances to enhance student learning is imperative. This digest examines the ways public schools are redistributing existing resources and changing policies to increase student academic achievement. Information is provided on the most effective means for allocating finances, methods used by school districts to cut costs, the impact of state policies, and actions to be taken at the school district and school levels. According to the Committee on Economic Development (CED 1994), investing money in schools is important, "but only if schools are organized to use it effectively to promote achievement." Districts can cut costs by streamlining administration and support-service costs and by reducing costs outside the classroom, which does not directly affect the education of children. Traditional state policies may cause schools to ignore student outcomes. At the district level, policymakers need to refrain from limiting the principal's authority and accountability. At the school level, principals should establish goals that focus on student outcomes and communicate them to students and teachers. (LMI)

ED 384 952 EA 026 816

Robertson, Peter J.; Briggs, Kerri L.
The Impact of School-Based Management on Educators' Role Attitudes and Behaviors.
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Behavior; Behavior Patterns; *Educational Innovation; Elementary Secondary Education; Foreign Countries; *Informal Leadership; *Leadership; Leadership Qualities; *Participative Decision Making; *School Based Management; Teacher Behavior
IDENTIFIERS- Australia (Victoria); United States

This paper examines the effects that the adoption of school-based management (SBM) and subsequent efforts to generate curriculum and instructional reforms have on school staff members. Specifically, it explores the leadership behaviors exhibited by administrators, faculty, and staff in 17 elementary and secondary schools from eight locations. Seven of these districts are in the United States and one is in Victoria, Australia. All schools had used SBM techniques to implement curriculum and instructional innovations. To assess the validity of the premise that certain leadership activities facilitate a school's efforts to implement significant reform, the study compared schools that had been relatively successful leading to an industry-recognized certification; (3) help corner the quality market; and (4) are building a market for employment and training services. Lessons learned about the reform process and system design are also discussed. A total of 26 tables and 12 figures are included. (LMI)

ED 384 972 EA 026 862

Boyer, Charles Edwin
The Relationship between Buy-Back Provisions and Teacher Attendance Rates.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compensation (Remuneration); Elementary Secondary Education; *Employee Absenteeism; *Employment Practices; Fringe Benefits; Incentives; *Leaves of Absence; *Personnel Policy; *Teacher Attendance
IDENTIFIERS- *Sick Leave

Teacher absenteeism is a formidable obstacle to cost-effective education, academic achievement, orderly school operation, and amiable school-community relations. This study examined the relationship between school district policies on sick leave and teacher attendance rates in Georgia--in particular, the degree to which policy provisions for the buy-back of sick leave deterred teacher absenteeism in Georgia school districts. "Buy-back" refers to the practice of school boards paying teachers a dollar amount for accumulated unused sick leave. Data were collected through a survey of 183 Georgia school-district superintendents. The initial response rate was 50 percent; however, 31 percent of the total surveys were usable. The survey requested data for the dependent variable, teacher attendance rate, and 15 independent variables for district policy. Pearson r and the independent t test for two samples were used to analyze the data. The tests confirmed the null hypothesis, which stated that there is no significant relationship between the amount of buy-back for sick-leave provisions and teacher attendance rates in Georgia. However, the directionality of the findings tended to support the notion that buy-back provisions reduce absences. These findings may be explained by the lack of collective bargaining in Georgia, the low dollar amount of payment for unused sick leave, or the predominance of small districts in the sample. Appendices contain a copy of the survey, sample cover and followup letters, and a definition of terms. Three tables are included. (LMI)

ED 384 973 EA 026 863

Mawdsley, Ralph D.
Legal Problems of Religious and Private Schools. Third Edition. NOLPE Monograph Series, No. 53.
PUB DATE- 95
NOTE- 202p.; For previous edition, see ED 320 243.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights Legislation; *Compliance (Legal);

additional curriculum and instructional considerations; psychometric testing and scoring; education issues; legal issues; policy/administrative issues; and human and financial resource issues. Suggestions are also offered for the sequencing of tasks and using test scores for accreditation purposes. The report contains 65 recommendations, including these: (1) it is legally inappropriate to hold students accountable for passing an assessment that covers materials they have not been taught; (2) multiple-choice items can measure higher order thinking skills and procedures; (3) any "off-the-shelf" test would probably be an unacceptable high school exit test for Mississippi students; (4) requiring any national norm-referencing component of the exit exam poses problems for maintaining curricular validity; (5) the various assessment programs should be closely articulated; and (6) the use of various tests in a performance-based accreditation model requires careful consideration of how to set the performance level and what metric to use. Information for ordering SERVE products is included. (LMI)

ED 384 991 EA 026 892

Shields, Patrick M.; And Others
Improving Schools from the Bottom Up: From Effective Schools to Restructuring. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Educational Improvement; *Effective Schools Research; Elementary Secondary Education; Federal Aid; *School Based Management; School Districts; *School Effectiveness; *School Restructuring; School Support; State Aid; State Surveys

This document presents findings of a national study of effective schools programs and other school-based reforms conducted during school year 1991-92. The reforms were broadly defined to encompass school-site improvement efforts designed to develop schoolwide capacity for problem solving, to improve teaching, and to increase student learning. Data were obtained from a survey of a nationally representative sample of local school districts (n=1,555), surveys of administrators in all state education agencies, and intensive case studies of 5 states, 16 districts, and 32 schools. Data from the district survey show that school-based reform was relatively widespread, occurring at all school levels. The case-study data suggest that change efforts varied widely across districts and schools. The study examined the degree to which the reform effort involved meaningful collaboration among school staff, staff ownership of the change process, a focus on teaching and curriculum, building professional capacity among staff, and a focus on student outcomes and equity. The case-study data suggest that the more promising examples of school-based reform often shared a set of characteristics--a clear focus on creating more challenging learning experiences for all students, a school culture in which teachers worked collaboratively and had a voice in decision making, and opportunities for faculty development. The following recommendations are made for supporting promising reform efforts: (1) find a balance between top-down and bottom-up structures; (2) adapt leadership and district activities (LAD, Comprehensive Site Plan, professional development, district assessment). One table and five figures are included. Appendices contain an accountability process overview, the 1994-95 LAD evaluation plan, accountability rubrics, accountability rubic summary matrix, and a self-assessment and validation review rating sheet. (LMI)

ED 385 009 EA 026 913

Schneider, Lydia; Kinavey, Randy
Zig-Zag--The Zeitgeist of One School's Change.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Leadership; Organizational Climate; *Organizational Objectives; *Participative Decision Making; Resistance to Change; School Based Management; *School Restructuring; Teacher Attitudes; *Teacher Influence

This paper presents a history of restructuring efforts undertaken since 1991 at one high school located in a predominantly white suburban community. Data were gathered through document analysis, interviews, and a faculty survey (to which 35 out of 63 teachers responded). Since the late 1980s, the school's student population declined and became increasingly diverse. School restructuring was hampered by periodic, major changes in administrative leadership. For example, during the 1991-92 school year, many faculty made a strong commitment to restructuring; however, in fall 1992, the new principal announced that the program would be suspended. He later championed the formation of a "Futures Committee," in which teachers worked collaboratively to develop a new school schedule for the best use of student/teacher time. The school-site council then rejected their proposal. This was truly consensus decision making on the part of the entire school, but the problem was that the process was not clear to the entire faculty. Leadership needed to explain the decision process in the interest of teacher morale. Three critical issues--leadership, time, and momentum emerged from examination of the change process. Teachers were frustrated with the limited opportunities for participative decision making and the lack of time for effective planning. A conclusion is that the only way to increase momentum for restructuring is through consistent, focused efforts, with an agenda that is defined by faculty leaders. To counter the minimal sense of continuity of leadership and organizational goals, teachers must participate in school leadership. Appendixes contain a copy of the surveys administered to staff in November 1991 and March 1993. (LMI)

ED 385 010 EA 026 914

Mauriel, John J.; And Others
Does TQM Affect Teaching and Learning?
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Horney, Mark; And Others
Project LITERACY-HI: Hypermedia for Readers with Hearing Impairments.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 95
NOTE- 15p.; In: The Oregon Conference Monograph 1995. Volume 7; see EC 304 046. Paper previously presented at the National Reading Conference (San Diego, CA, November 30-December 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; *Hearing Impairments; *Hypermedia; Literacy Education; Mainstreaming; Multimedia Instruction; *Reader Text Relationship; *Reading Comprehension; Reading Difficulties; *Reading Instruction; Reading Materials; Textbooks

This paper describes Project LITERACY-HI, an ongoing 3-year federally funded study of the benefits of electronically enhanced text for mainstreamed students with hearing impairments. Preliminary information documents the ongoing difficulties with reading experienced by most students with hearing impairments. The project is creating electronic versions of content area textbooks, which include multimedia resources that support the reader's comprehension. Specifically, the project is: (1) identifying the types of electronic text enhancements desired by these students; (2) exploring factors associated with appropriate and effective text enhancements; (3) investigating effects of electronically enhanced materials on students' literacy skills and academic achievement; and (4) examining whether this type of assistive technology can be realistically implemented in general education classrooms. Application of the electrotext authoring system to enhance one story is described. Extensive detail and analysis on how one student (in a pilot study with six students) used the system during three sessions is provided. Preliminary conclusions include: it was relatively easy for students to learn the basic computer operations, and students often needed to be guided to use the additional resources, especially the text-based resources. Continued refinement and further testing is planned for the project's second year. (Contains 21 references.) (DB)

ED 385 027 EC 304 055

Schnacker, Lance
Social Skills Training for Youth with Behavior Disorders.
PUB DATE- Feb 95
NOTE- 9p.; In: The Oregon Conference Monograph 1995. Volume 7; see EC 304 046.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; Generalization; *Instructional Effectiveness; *Interpersonal Competence; *Intervention; *Research Methodology; Teaching Methods
IDENTIFIERS- Single Subject Research Design

This study conducted a descriptive analysis of the research literature on teaching social skills to youth with behavioral

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Administrator Attitudes; Elementary Secondary Education; *Equal Education; Individualized Education Programs; *Learning Disabilities; Mainstreaming; Outcome Based Education; *Teacher Attitudes
IDENTIFIERS- Colorado

This study explored beliefs of administrators and teachers in Colorado about applying the concept that "all students can learn" to students with learning disabilities. The following topics are reviewed: components of standards-based education (SBE), the least restrictive environment, individualized education plans (IEPs), establishing high academic standards for students with learning disabilities, limits of the "all students can learn" concept, and the relationship of IEPs and SBE. One study objective was to determine whether differences existed in the beliefs of staff who held various positions. For each of two school districts, interviews were conducted with two school board members, the superintendent, the curriculum director, a special education director, two principals, two special education teachers, and four general education teachers. Responses were categorized as either ambivalent, high belief, or low belief in the concept that all students can learn. The high belief group expressed views that SBE could or should be used to close the learning gap between students with learning disabilities and their peers who do not have difficulties. Central office administrators (superintendent, special education director, and curriculum coordinator) were the only category of staff that consistently held high beliefs that all students can learn. (Contains 41 references.) (SW)

ED 385 047 EC 304 080

Hafenstein, Norma Lu; Tucker, Brooke
Case Studies in Diversity: Individual Differences in Abilities and Traits of Young Gifted Children.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aptitude; Case Studies; Cognitive Style; Cultural Influences; Early Childhood Education; *Gifted; *Individual Differences; Intelligence; Preschool Children; *Student Characteristics; Student Experience; Student Interests

This study documented how individual differences in personal experiences, cultures, learning styles, and interests affect the demonstrated abilities of children who are gifted, based on qualitative case study research with five children from early childhood classes at the University of Denver's Ricks Center for Gifted Children. Information was obtained from classroom observation, school records, and parent and teacher interviews. It was found that general intellectual abilities, specific aptitudes, nonintellective traits, and environmental factors combined in unique ways for each child. Two characteristics were displayed by all five children, a depth of understanding and strong memory skills, and these characteristics demonstrated the factor of general intellectual ability.

which support the conflict management strategies include: acknowledging the speaker verbally or nonverbally, paraphrasing the speaker's words, reflecting the speaker's emotions, clarifying what the speaker has stated, elaborating to help the speaker expand comments, and summarizing relevant data. A self-evaluation questionnaire listing 25 behaviors used in conflict management is appended. Contains eight references. (SW)

ED 385 065 EC 304 098

Nwa, Willia L.
The Extent of Participation in Extracurricular Activities at the Secondary Level of Students with Different Exceptionalities in an Urban School District.
PUB DATE- Jul 94
NOTE- 14p.; Paper presented at the International Conference of the International Association for the Study of Cooperation in Education (8th, Portland, OR, July 8-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; Clubs; *Disabilities; *Extracurricular Activities; High Schools; *High School Students; Music Activities; Public Schools; *Student Interests; *Student Participation; Student Volunteers; Urban Schools

Participation in extracurricular activities by 124 secondary students who had exceptionalities was studied at 8 public high schools in an urban area of northeastern Ohio. Questionnaires were completed by students who participated in extracurricular activities and those who did not. Study variables were: student's gender and grade level; type of class (mainstreamed or self-contained); and type of exceptionality (developmentally handicapped, learning disabled, visually handicapped, hearing handicapped, orthopedically handicapped, and multihandicapped). Findings include: 60 percent of the students participated in some kind of in-school or out-of-school activity; for the students who participated in school activities, 94 percent were involved in at least one in-school activity and 48 percent were involved in at least one out-of-school activity; for the students who did not participate in activities at school, 37 percent were involved in at least one out-of-school activity; 72 percent of students participated for fun and personal enjoyment, and 58 percent participated for personal achievement; reasons for nonparticipation included transportation problems (26 percent) and physical limitations (23 percent); in-school activities included athletics, band/choir, drama, student council, and clubs; out-of-school activities included choir, youth groups, scouts, and volunteer programs. (Contains six references.) (SW)

ED 385 066 EC 304 099

Bergren, Bruce
What Is the Effect of Pull Out Remediation on the Grade Point Average of Special Education Students?
PUB DATE- May 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Grade Point Average; High Schools; High School Students; *Mild Disabilities; *Outcomes of Education; *Program

(120)
DESCRIPTORS- Adolescents; Adults; *Child Rearing; Children; *Coping; Decision Making; Disability Identification; *Emotional Adjustment; Family Problems; *Family Relationship; Family School Relationship; Infants; Long Range Planning; *Mental Retardation; *Parent Attitudes

This book illustrates techniques that families have found effective in coping with a family member who has mental retardation. It provides quotations and comments from a number of parents as well as anecdotal accounts and photographs, grouped into four sections. The first section is on the recognition process and recounts how parents have coped with the emotional trauma and imbalance as their feelings change from joy to sorrow and uncertainty when finding out and acknowledging that their child has mental retardation. The second section is on the dynamic process of dealing with fears, fantasies, and facts associated with the effects of the disability on the family dynamics. The third section stresses the working process which is using existing support systems and the exercising of rights when dealing with schools, programs, and placement decisions. The final section is on the future process--ways to prepare and position the family member with mental retardation for a lifetime. (DB)

ED 385 086 EC 304 119

Rosenkoetter, Sharon, Ed.
Bridging Early Services: A Guide for Service Providers.
SPONS. AGENCY- Associated Colleges of Central Kansas, McPherson.; Kansas State Board of Education, Topeka.; Kansas State Dept. of Health and Environment, Topeka.
PUB DATE- 95
NOTE- 17p.; Produced by the Bridging Early Services Transition Taskforce.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Community Services; *Disabilities; Disability Identification; Early Childhood Education; *Early Intervention; *Educational Planning; Infants; Long Range Planning; Special Education; *Transitional Programs
IDENTIFIERS- *Kansas

This publication provides guidelines for the development of appropriate services, meaningful orientation, and follow up for young children with disabilities and their families in Kansas. An introduction explains the Bridging Early Services Transition program and lists goals of transition planning. Following this, a section addresses interagency planning and development of the interagency agreement. The guide also considers transition from hospital to community (including a seven-step transition process); a timeline for child eligibility and placement; issues to address in the transition to kindergarten; issues in the development of local transition policies; resources for families; and the Community Transition Planning Guide checklist. (Contains 10 references.) (DB)

ED 385 087 EC 304 120

Rosenkoetter, Sharon, Ed.
It's a Big Step: A Guide for Transition to Kindergarten.
SPONS. AGENCY- Associated Colleges of Central Kansas, McPherson.;

completed questionnaires; 36 of the individuals also were interviewed. Quantitative and qualitative findings are summarized. Overall, the findings suggest that participants found the training to be of great value. Specifically, the identification of attitudinal and service system barriers, practicing various skills, demonstrations, exercises, and handouts were all rated highly by respondents. The dominant theme emerging was that collaboration is only partially developed as a concept and only partially applied as a practice. An appendix provides a copy of the survey questionnaire. (Contains 33 references.) (DB)

ED 385 104 EC 304 139

Croswell, Judith; And Others
Statewide Systems Change in Arizona, July 1, 1990 to June 30, 1995. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Severe Disabilities Branch.
PUB DATE- 17 Jul 95
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Change Strategies; Community Colleges; Educational Change; Elementary Secondary Education; Higher Education; *Inclusive Schools; Mainstreaming; *Models; Paraprofessional School Personnel; Preschool Education; Professional Training; Program Development; Program Evaluation; *Severe Disabilities; State Programs; State School District Relationship; *Technical Assistance
IDENTIFIERS- *Arizona

This report of a 1990-1995 Arizona project describes progress in providing educational services for students with severe disabilities in integrated school and community settings. Information is provided on supporting school districts through: statewide training opportunities; school-based technical assistance; an interagency project advisory committee; and the implementation of a model for integrated educational services at 4 preschools, 19 elementary schools, 5 junior high schools, 8 high schools, and 2 community colleges. Evaluation results and school profiles are included, along with information on dissemination activities from the model sites to other programs and also through conferences. Appendices provide: a 33-page prototype evaluation instrument for the systems change project; a survey form for "best practices" related to the provision of inclusive educational programs; a memorandum of understanding form for collaboration between the local education agency and the Arizona Statewide Systems Change Project; data collection instruments, including program quality indicators and directions for using a student activity analysis form; guidelines for using special education assistants and forms to request special education assistant support; and bar graphs on individualized education program quality indicators and instructional settings for 12 school districts. (SW)

ED 385 105 EC 304 140

Berman, Jonathan I.
A Phonological Study of Voiceless Alveolar and Velar Stops in Down's Syndrome.
PUB DATE- May 95

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Class Activities; *Classroom Communication; *Classroom Environment; Classroom Research; Classroom Techniques; Cognitive Style; Cultural Context; Higher Education; Individual Characteristics; Interaction; Language Teachers; Second Language Instruction; *Second Languages; *Social Influences; Student Experience; *Student Participation; Teacher Attitudes; *Teacher Expectations of Students; Teaching Styles

An exploration of student participation in the second language classroom looks at teacher expectations for classroom participation and examines factors constraining interaction, based on personal experiences with learning and teaching a second language. First, common definitions of student participation are examined, and personal styles of student participation are discussed. Factors affecting student participation are then detailed, with distinctions made between teacher-and-student-affected factors, factors specifically attributable to students or to teachers, and outside influences. The experiment in encouraging student participation is described. During an internship in English-as-a-Second Language in India, a teacher focused on identifying and monitoring different forms of participation and interaction, students' previous learning experiences and cognitive styles, and target language competency, and assessing the effectiveness of different activities for encouraging participation. Reflections on this experience are presented. It is concluded that the experiment brought heightened awareness of student response types, increased self-confidence, forced examination of one's teaching style, and revealed areas of interest for further research. A brief bibliography is included. Contains 11 references. (MSE)

ED 385 123 FL 023 109

Boduch, Judy; Pravdica, Suzette
Mutually Beneficial Teamwork between Bilingual and Mainstream Classes.
PUB DATE- Mar 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Bilingual Education Programs; *Cooperative Learning; *English (Second Language); Grade 3; *Grouping (Instructional Purposes); Negative Attitudes; *Peer Relationship; *Peer Teaching; Primary Education; Second Language Instruction
IDENTIFIERS- *Content Area Teaching

A three-year program to bring together third-grade students in a self-contained bilingual classroom and a mainstream classroom is described. The project was designed to reduce the isolation of the bilingual students and prejudice toward them shown by mainstream students. During the first year, gym and music classes were combined, students were teamed in pairs or trios for science and social studies, and combined classes viewed and discussed curriculum-related films weekly. In the second year, combined gym and music classes were continued, adjacent classrooms were used, students from each class were paired for weekly lessons, new teacher training was undertaken, students wrote individual logs and paired to create a publication in English and Spanish. In the third year, these principles and more proficiency in writing than American professionals in comparison to Spanish students and Spanish professional writers. (Contains 12 references.) (NAV)

ED 385 145 FL 023 143

Fishman, Joshua A.
Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages. Multilingual Matters Series: 76.
PUB DATE- 91
NOTE- 440p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- American Indian Languages; Basque; Case Studies; Diachronic Linguistics; Foreign Countries; French; Hebrew; Indigenous Populations; Irish; *Language Maintenance; *Language Planning; Language Research; *Language Role; Linguistic Theory; Spanish; Uncommonly Taught Languages; Yiddish
IDENTIFIERS- Australia; *Frisian; New Zealand; Quebec; United States

The theory and practice of assistance to speech communities whose native languages are threatened are examined. The discussion focuses on why most efforts to reverse language shift are unsuccessful or even harmful, diagnosing difficulties and prescribing alternatives based on a combination of ethnolinguistic, sociocultural, and econotechnical considerations. The first section looks at reasons for trying to reverse language shift, whether it is possible, where and why shift occurs, and how it can be reversed. A typology of disadvantaged languages and ameliorative priorities is presented. The second section contains a number of case studies from different continents, including those of: Irish; Basque; Frisian; Navajo, Spanish, and Yiddish (secular and ultra-orthodox) in America; Maori in New Zealand; Australian aboriginal and immigrant languages, Modern Hebrew and French in Quebec; Catalan in Spain; and the unique situation of non-transmission of "additional" (parents' second) languages. The third section addresses the related issues of language planning for reversal of language shift, dialect standards and corpus planning, intergenerational transmission of "additional" languages, and limitations on school effectiveness in connection with native language transmission. Chapters include bibliographies. (MSE)

ED 385 146 FL 023 144

Sutcliffe, David; Figueroa, John
System in Black Language. Multilingual Matters Series: 77.
PUB DATE- 92
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- *African Languages; *Blacks; Contrastive Linguistics; *Creoles; Diachronic Linguistics; English; *Ethnic Groups; Foreign Countries; Immigrants; *Language Patterns; Language Research; Language Variation; Linguistic Theory
IDENTIFIERS- Africa (West); *England; *Jamaicans

An examination of pattern in certain languages spoken primarily by Blacks has both a narrow and a broad focus. The former is on structure and development of the creole spoken by Jamaicans in England and to a lesser extent, a Black country English. The technology (the examples of telephone companies and IBM and exposing the myth that technology is always progressive); the systems life cycle (criticisms of the traditional design method and worker involvement in systems development); the social mediation of skills (stages in an administrative revolution and the progression from the mechanical office to the paperless office); and the cycle of labor transforming technology transforming labor. The first section contains seven references. The following papers constitute approximately 80% of the document: "Educational Implications of High Technology" (H. M. Levin, R. W. Rumberger); "Office Technology as Exile and Integration" (S. Zuboff); "Social Choice in Machine Design" (D. F. Noble); and "The Material of Male Power" (C. Cockburn). Concluding the document is a 12-item annotated bibliography. (MN)

ED 384 705 CE 067 749

Littler, Craig R.
Technology and the Organisation of Work. EEE701 Adults Learning: The Changing Workplace B.
SPONS. AGENCY- Victorian Education Foundation.
PUB DATE- 91
NOTE- 207p.; Some washed out type on pages 154-188.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Automation; Consumer Economics; Educational Needs; *Education Work Relationship; *Employment Qualifications; Foreign Countries; Industrial Structure; Industrial Training; Information Technology; Job Skills; Labor Market; Literature Reviews; Mass Production; Organizational Change; Service Occupations; Specialization; *Technological Advancement; *Training Objectives; Transfer of Training; *Work Environment
IDENTIFIERS- *Australia; Deskilling; Flexible Work Organization; *New Zealand

This publication is part of the study materials for the distance education course, Adults Learning: The Changing Workplace B, in the Open Campus Program at Deakin University. The first part of the document analyzes the relationship between technology, skill, and work within the context of the debates concerning deskilling and managerial control strategies and the significance of technology and the organization of work. The following topics are discussed: technology and the organization of work; the deskilling debate (the upgrading, deskilling, and social construction theses; the Touraine and mixed-effects hypotheses; and the agnostic position); the origins of technology; and the flexible specialization thesis (the relationship between the flexible specialization thesis and skills and the limits of flexibility). Contains 56 references. The following papers constitute approximately 85% of the document: "New Technologies, New Skills" (P. Adler); "Technology and Deskilling: The Case of Five Principal Trade Areas in New South Wales" (D. J. Davis); "Intersphere Automation--The 'Factory of the Future'" (R. Kaplinsky); "Information Technologies, the Service Sector and the Restructuring of Consumption" (P. Blackburn, R. Coombs, K. Green); and "The End of Mass Production?" (K. Williams, T. Cutler, J. Williams, C. Haslam). Concluding the document is a 79-item annotated bibliography. (MN)

ED 384 706 CE 067 750

ED 384 723 CE 069 326

Bebermeyer, Jim; Edmond, Mary, Ed.
Reflecting Equity and Diversity. Part I: Guidelines and Procedure
for Evaluating Bias in Instructional Materials. Part II: Bias
Awareness Training Worksheets. Part III: Bias Awareness and
Procedure Training Course.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Office
of Career and Technical Education.
PUB DATE- 95
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; Consciousness Raising; *Cultural
Differences; Disabilities; *Equal Education; Equal
Opportunities (Jobs); *Evaluation Methods; Inservice Education;
*Instructional Material Evaluation; Instructional Materials;
Postsecondary Education; Secondary Education; Sex Fairness;
*Social Bias; *Vocational Education

Reflecting a need to prepare students for working in diverse organizations, this document was developed to increase school officials' awareness of bias in instructional materials and help them select bias-free materials. A number of the examples illustrate situations dealing with diversity in the workplace. The guide is divided into three parts: guidelines and procedure for evaluating bias in instructional materials, bias awareness training worksheets, and bias awareness and procedure training course. Part 1 defines bias, explains why bias-free instructional materials are critical, and discusses dimensions of bias that must be considered. Presented next is a four-step bias review procedure that entails selecting appropriate materials, reviewing their quality, deciding whether they contain biases, and implementing the bias review decision. Examples of biasing elements and a bias review checklist are included. Part 2 contains a 23-item bibliography and sections about the following types of bias: gender bias; racial/ethnic bias; bias against physical, mental, or emotional disabilities; and socioeconomic bias. Included in each section are an overview of the bias, a list of slurs reflective of the particular bias, and training worksheets consisting of questions to help identify bias in materials. Part 3 is a training package consisting of trainer directions, handouts, and transparency masters for a 3- to 6-hour course preparing reviewers to use the bias review procedure and evaluation guidelines. (MN)

ED 384 724 CE 069 329

A Guide to Work-Based Learning Programs: Part I--Occupational
Learning. First Edition.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Office
of Career and Technical Education.
PUB DATE- 95
NOTE- 57p.; For parts II-III, see CE 069 330-331.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Apprenticeships; Articulation (Education);
*Cooperative Education; Credentials; Educational Benefits;

One Parent Family; *Outcomes of Education; Pregnant Students; Program Costs; Program Implementation; Retraining; Secondary Education; Special Needs Students; *Statewide Planning; *Technology Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Maryland

During fiscal year 1993, enrollment in secondary and postsecondary vocational education (VE) programs in Maryland totaled 328,792 and 82,464, respectively. Career and technology education was provided to the following: 3,975 secondary disabled individuals, 766 disabled adults and postsecondary students, 7,603 secondary disadvantaged students, 6,691 adult/postsecondary disadvantaged students, 552 secondary students with limited English proficiency, 271 adult/postsecondary students with limited English proficiency, 1,130 adolescent and 3,439 adult single parents, a total of 27,706 individuals enrolled in nontraditional and sex equity programs, and 732 criminal offenders. The following aspects of VE also received special attention: provision of professional development activities and development of a curriculum for an integrated education system, establishment of a statewide curriculum development system, provision of guidance and counseling services through Maryland's coordinated Pupil Services Program, acquisition/upgrading of educational equipment and facilities, and improvement/expansion of school-to-work transition and adult training/retraining programs/services. Major efforts were also made to improve/expand consumer and homemaking education, career/technology education delivered through community-based organizations, and tech prep. (Appended is a table summarizing career and technology education student performance.) (MN)

ED 384 742 CE 069 378

Maryland Annual Performance Report, 1994. Schools for Success.
PUB DATE- 31 Dec 94
NOTE- 127p.; For the 1993 report, see CE 069 377.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Adult Vocational Education; Annual Reports; Articulation (Education); *Career Education; Community Colleges; Coordination; Curriculum Development; Disabilities; Disadvantaged; Educational Equipment; Educational Facilities; Educational Needs; *Enrollment; Financial Support; Integrated Curriculum; Job Training; Limited English Speaking; Needs Assessment; *Outcomes of Education; Partnerships in Education; Program Costs; Program Evaluation; Program Implementation; Retraining; Secondary Education; Special Needs Students; *Statewide Planning; *Technology Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Maryland

During fiscal year 1994, enrollment in secondary and postsecondary vocational education (VE) programs in Maryland totaled 201,570 and 66,331, respectively. Career and technology education was provided to a total of 3,664 secondary disabled individuals, 762 disabled adults and postsecondary students, 6,177 secondary disadvantaged students, 6,221 adult/postsecondary disadvantaged students, 690 secondary students with limited English proficiency, 391 adult/postsecondary students with limited English proficiency, 3,840 single parents/displaced homemakers, 19,611 individuals enrolled in nontraditional and sex equity programs, and 991 criminal offenders. The following aspects/areas of VE also the School-to-Work Opportunities Act, explains the importance of school-to-work initiatives, and describes how gender-biased messages influence girls' and boys' career choices. Equitable techniques are presented that support school-to-work programs through each of their three components: work-based learning, school-based learning, and connecting activities. The booklet concludes with three sections--strategies, student equity-related competencies, and an equity checklist--that offer suggestions from equity specialists for planning and implementing STW programs that meet the needs of students. Appendixes include the following: 26 endnotes, a list of 29 readings and resources, and the names and addresses of 12 resource organizations. (YLB)

ED 384 761 CE 069 411

MacAllum, Keith; Ma, Patricia
Skills, Standards and Entry-Level Work. Elements of a Strategy for Youth Employability Development. Research and Evaluation Report Series.
PUB DATE- 95
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disadvantaged Youth; Economic Development; Educational Needs; *Education Work Relationship; Employer Attitudes; Employment Potential; Entry Workers; *Job Skills; *Policy Formation; *Public Policy; Secondary Education; Work Experience; *Work Experience Programs; *Youth Employment

Can public policy devise effective strategies that seek to capitalize on the educational and developmental potential of private-sector entry-level jobs? What is the feasibility of using the secondary labor market in a formal way to promote skill development in youth? Can youth develop useful and transferable skills in these jobs? How can these skills be assessed, documented, and certified? To determine the answers to these policy questions, the following methods were used: an extensive review of existing research studies, position papers, and policy documents; interviews with private-sector employers and labor market, policy, and academic analysts; and first-hand observations of beginning school-to-work transition initiatives. The review and analysis led to four major policy recommendations: (1) the work side of the school-to-work transition should be more energetically pursued; (2) opportunities to leverage naturally occurring work experiences that facilitate adolescents' personal and career development should be identified and exploited; (3) efforts to develop and recognize a full range of workplace certification techniques should be expanded; and (4) a wider range of attainable work-learning opportunities should be made available for disadvantaged youth. (The report contains 173 references and two appendixes: (1) a framework for a proposed school-to-work demonstration and (2) information on the work of the Secretary's Commission on Achieving Necessary Skills.) (KC)

ED 384 762 CE 069 439

Woytanowitz, George M.
University Extension: The Early Years in the United States 1885-1915. NUEA-ACT Series on Continuing Education.
PUB DATE- 74
NOTE- 176p.
LANGUAGE- English

methods, concepts, and guidelines; (3) important procedures to follow when conducting a program evaluation; (4) tests and measurement instruments that can be used; (5) general guidelines for recording, storing, and analyzing program effectiveness data; (6) guidelines for documenting the results of the program evaluation, including constructing graphs and tables and writing program evaluation reports; (7) a description of how evaluation results can inform program planning; and (8) an annotated list of resources relating to family literacy program evaluation including 29 books and articles, 9 publishers of tests and measurement instruments, and 11 literacy organizations. (KC)

ED 384 780 CE 069 467

Skills Today for Tomorrow: Advancing a Workplace Literacy Consortium for the Printing Industry. May 1993-April 1995 Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Apr 95
NOTE- 270p.; For related documents, see ED 355 367-368 and CE 069 468.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Curriculum; *Literacy Education; On the Job Training; Participant Satisfaction; *Printing; Program Effectiveness; Program Evaluation; *Program Implementation; Skill Development
IDENTIFIERS- *Workplace Literacy

A 2-year project was conducted to improve the productivity of the work force through improvement of literacy skills in the workplace by providing instruction to employees in the printing industry in the Baltimore (Maryland) metropolitan area; Carroll County and Charles County, Maryland; and York, Pennsylvania. The project was organized with input from the six companies whose workers participated. The curriculum, which had been designed during a previous grant period, was updated, and recruiting materials were developed. Potential students were assessed using standardized tests, and workers who were interested were placed into the program on one of three levels according to their needs. Instruction was provided with a great deal of flexibility to meet the needs of as many workers as possible. Workers who participated in the program reported that they read and write more and use mathematics better. Evaluation of the project was positive. However, constant staff changes, both in the project and in the companies, made the project more difficult to implement. (Project materials, including a sample of the curriculum and a third-party evaluation, are included in the report.) (KC)

ED 384 781 CE 069 468

Basic Skills Curriculum for the Graphic Arts Industry. Additional Activities. Skills Today for Tomorrow.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 357p.; For related documents, see ED 355 367-368 and CE 069 467.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.

methods studied, fact sheets and face-to-face contact were the most favored, whereas posters and meetings were the least favored. The audiocassette and telephone methods were seen as only marginally effective means of delivering extension education programs. (MN)

ED 384 799 CE 069 505

Chang, Hui-Haisang; And Others
Curriculum Guide for Improvement of Instruction in Basic Business Skills Subjects. Accounting, Desktop Publishing, Job Skills, Keyboarding (Middle School), Microcomputer Applications, Notetaking, Telecommunications.
PUB DATE- 95
NOTE- 264p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; *Basic Business Education; Behavioral Objectives; Business Skills; Computer Literacy; Computer Oriented Programs; *Desktop Publishing; Educational Practices; Equipment Utilization; Guidelines; Instructional Improvement; Intermediate Grades; Job Skills; Junior High Schools; Keyboarding (Data Entry); Learning Activities; *Microcomputers; Middle Schools; *Notetaking; Postsecondary Education; Skill Development; *Telecommunications

This guide, which was developed by students enrolled in a graduate-level course in improving instruction in basic business subjects, consists of instructional units in the following seven basic business skills areas: job skills/workplace basics, accounting, desktop publishing, keyboarding/computer literacy, microcomputer applications, notetaking, and telecommunications. The job skills unit, which contains materials dealing with skills identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) and similar reports as essential to success in the workplace, and the microcomputer applications unit are both designed for integration into secondary and postsecondary business curricula. The desktop publishing and notetaking units are designed for use with students in grades 10-12. The keyboarding/computer literacy unit is designed for middle school students, and the telecommunications unit contains materials for use with students in grades 9-12. Each unit consists of some or all of the following: unit description, rationale, background information from the literature on business education, list of best practices, unit objectives, unit outline, rubric, suggested student assessment techniques, learning activities, and student handouts. Each unit contains references and recommended resource materials. (MN)

ED 384 800 CE 069 507

Ohio's Future at Work. FY94 Progress Report. Action Plan for Accelerating the Modernization of Vocational Education in Ohio.
PUB DATE- Jul 95
NOTE- 32p.; For the original action plan, see ED 323 407.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Access to Education; Career Education; *Change Strategies; *Educational Change; Educational Objectives; Educational Planning; Educational Policy;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Behavioral Objectives; Competence; *Competency Based Education; *Curriculum Development; *Curriculum Guides; Guidelines; Lesson Plans; *Material Development; Postsecondary Education; Secondary Education; Vocational Education

This guide, which is designed to assist secondary and postsecondary vocational instructors, examines the process of writing student performance objectives (SPOs). Discussed in a section on scope and sequence are the following: the definitions of the concepts of scope and sequence; considerations in sequencing course materials; deciding who, what, when, and how long to teach competencies in a program; and the impact of major planning decisions on the basic content of a curriculum guide. The second section begins with a brief discussion of the three types of performance objectives--pertaining to the cognitive, psychomotor, and affective domains. It explains why performance objectives are needed, what they do not do, and how they assist in lesson planning. The third section, which details the process of writing SPOs, contains the following: definitions and examples of the performance, condition, and criterion or standard components; examples of condition statements, criterion statements, and SPOs; tips for writing SPO criterion components pertaining to the psychomotor and affective domains; guidelines for writing SPOs that avoid common misconceptions and problems; and a summary of techniques for writing SPOs. Each section contains references. (MN)

ED 384 818 CE 069 545

Wood, Joanne M.
The 4 T's of Adulthood Development.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Students; *Andragogy; *Individual Development; *Life Events; Midlife Transitions; *Self Actualization

Although it may be so subtle that it is not noticed or sudden and life altering, adult development occurs in a cycle of four inherent processes: transaction, transition, transformation, and transcendence. These processes exist in a cycle characterized by growth and development. The processes can be defined as follows: (1) transaction--personal, social, biological or a combination of internal and external elements causing a change in one's meaning perspective; (2) transition--an inner disturbance characterized by a time of reflectivity or personal reckoning in which repair and reconstruction efforts are contemplated; (3) transformation--a revision of one's belief system; and (4) transcendence--accepting the past as finished, recognizing the possibilities of building upon changes incurred, and the development of a sense of fulfillment in life. Conceptualizing the life span in terms of these four stages of development and seeing the stages as occurring in a cycle can benefit adult educators. They can better understand the patterns of change and development and can identify the efforts adult students are making to reframe their lives. Additionally, this view gives educators an existential base for understanding adults and how adults change through time. Such treating practitioner. Students who have taken the Armed Services Vocational Aptitude Battery can use their scores to estimate their chances of qualifying for enlisted occupations. The second section, military career paths, describes the typical duties and assignments a person might expect when advancing along the path of a 20-year military career. While the military occupations section presents an overview of the typical job duties in a military occupation, the military career paths section offers a more comprehensive description of work performed at various stages of a career in the military. A title index, Dictionary of Occupational Titles (DOT) code indexes by DOT number and occupation as well as a glossary of military terms are attached. (RJM)

ED 384 837 CG 026 290

Reingold, Janet R.; Frank, Beverly R.
Targeting Youth: The Sourcebook for Federal Policies and Programs.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Nov 93
NOTE- 398p.; Color coded table of contents may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Budgets; Federal Aid; *Federal Legislation; *Federal Programs; *Program Descriptions; Program Guides; *Public Agencies; Public Policy; Resource Materials; Youth; *Youth Programs
IDENTIFIERS- *Federal Agencies; Public Services

This report summarizes and synthesizes the programs, policies, research, and evaluations that serve or target youth. It examines the youth-serving activities and initiatives of nine federal agencies--the United States Departments of Health and Human Services; Education; Labor; Justice; Agriculture; Interior; Housing and Urban Development; Defense; and Commerce--as well as ACTION (the federal domestic volunteer agency); and the Commission on National and Community Services. The report has an introduction and chapters for each of the agencies, which include program descriptions and funding levels, agency organizational charts, and program overview charts for the longer chapters. The six appendices present the following information: (1) agencies' state funding allocations; (2) an index of federal clearinghouses and resource centers; (3) a listing of national organizations that serve youth; (4) a selected bibliography; (5) information about the funders of this report; and (6) an index. (JE)

ED 384 838 CG 026 291

Izu, Jo Ann; Carreon, Tori
Collaborating To Serve Arizona Students & Families More Effectively: Phase 1 Report. Evaluation of Murphy School District-Department of Economic Security Collaborative Project.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Aug 94
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Community Services; Cooperative Programs; *Delivery Systems; Elementary Secondary Education; *Institutional Cooperation; *Integrated Services; *Outreach Programs; Program Effectiveness; Program Evaluation; School Community Programs; Social Services

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; *Cooperative Learning; *Educational Objectives; Elementary Education; Gifted; *Spelling; *Spelling Instruction; Textbooks
IDENTIFIERS- Educational Issues

Seven panel members from universities presented their research and thinking on what makes for a quality spelling curriculum. The panel members took turns presenting their views on the spelling curriculum to an audience of approximately 500 parents and other interested persons. Panel member 1 placed major emphasis upon the teacher being able to measure what each pupil has learned in spelling. Panel member 2 emphasized the importance of using research methodology to determine which words pupils should learn to spell. Panel member 3 advocated that spelling words for pupil learning come from the pupil's misspelled words in functional writing. Panel member 4 believed that pupils should be guided in spelling words correctly as needed in functional writing. Panel member 5 advocated using spelling textbooks to help pupils achieve as much as possible in learning to spell words correctly. Panel member 6 stressed the importance of cooperative learning in assisting optimal learner achievement in spelling. Panel member 7 placed major emphasis upon experts setting high standards for all pupils to achieve in spelling. Audience members asked questions (and professors answered the questions) on topics such as: (1) overuse of textbooks; (2) collaborative learning; (3) learner input into the spelling curriculum; (4) validity of spelling research methodologies; and (5) gifted and talented pupils; and (6) low achieving pupils. (Contains 10 references.) (RS)

ED 384 859 CS 012 208

Miller, Harry B., Comp.
A Handbook for Reading Consultants, Reading 508.
PUB DATE- 95
NOTE- 88p.; Curriculum and Supervision of Reading Class Project, Northeast Louisiana University. Section dividers are printed on colored stock.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Class Activities; *Content Area Reading; Elementary Education; Lesson Plans; *Reading Comprehension; *Reading Readiness; Reading Teachers; *Vocabulary Development; Word Lists; *Word Recognition

Prepared by teachers in a summer course, this handbook presents brief descriptions of various aspects of reading instruction and related lesson plans and class activities. Beginning with brief biographies of 5 leaders in reading education (both living and deceased), the handbook consists of sections that discuss reading readiness; word recognition; vocabulary; comprehension; content subject areas; and issues in reading. A reading teacher evaluation form; a 12-item annotated list of assessment tests; a reading improvement form; illustrations of multiple causes and effects, comparing and contrasting, making predictions, drawing conclusions, main idea and details, story map, and organizing ideas; and the Dolch basic sight word list are attached. (RS)

(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Females; *Feminism; Higher Education; Males; Rhetoric; Rhetorical Theory; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Composition Theory; *Cultural Studies; Student Empowerment

At this time when feminist criticism is working its way into the field of composition and cultural studies, three issues call for discussion. First of all, composition because it is a "feminized" field as it has historically been defined as "women's work," it is a radically different terrain from cultural studies. A close scrutiny of institutional practices and constraints has always been a primary concern for cultural critique. Yet discussions of incorporating cultural studies in the composition classroom rarely consider how gendered division of labor in the field--its feminization--shapes the production, circulation, and reception of cultural critique in the composition classroom. The second issue important in redefining the territories of cultural studies and composition concerns the fact that the histories of cultural studies and critical education theory are markedly paternal. The fact is that despite the influence of feminist praxis on cultural critique, many models of culture remain largely uninformed by feminist theories of patriarchy. Finally, though the objects of attention have shifted to race, class, and gender, many current strategies for the composition classroom reflect the masculinist impulse of formalist approaches. Many are overly rationalized, overly politicized and, further, carry with them a kind of mind/body split. For them, empowering students often means calling on the logic of rationalism, which is frequently predicated on the exclusion of socially constructed others--women, people of color, and nature. (Contains 25 references.) (TB)

ED 384 879 CS 214 941

Langstraat, Lisa
Gender Literacy in the Cultural Studies Composition Classroom: "Fashioning" the "Self" through an Analysis of Popular Magazines.
PUB DATE- Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; Audience Analysis; Cultural Differences; Fashion Industry; *Feminism; Higher Education; Ideology; *Periodicals; Popular Culture; Racial Bias; *Sex Stereotypes; Student Needs; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Cultural Studies; Gender Issues; *Popular Magazines

In the writing classroom, students and instructors alike must not only theorize experience but must also experience theory. This is no easy task, for despite cultural studies' emphasis on the "subjective side of social relations," contemporary theory is heavily directed toward signifying practices, and, as Lawrence Grossberg argues, affect is often lived through the body and is, in part, a-signifying; thus, scholars have developed an incomplete-at-best critical vocabulary for affective alliances.

IDENTIFIERS- *Critical Pedagogy; Student Empowerment; University of Utah

In composition journals, graduate classrooms, and informal discussions among writing teachers, there is a lot of talk about liberation, empowerment, student voice, dialogue, critical thinking, and democratic teaching--the familiar tropology of critical pedagogy. This nomenclature seems to have permeated the field of composition, across theoretical positions, so that the tropics of empowerment have actually exceeded the bounds of critical pedagogy and achieved a sort of hegemony. However, while ostensibly claiming to be about liberation, empowerment is actually about containment. This can be seen through a close examination of the vocabulary and phrasing in Ira Shor's provocative book "Empowering Education," in which the teacher is constructed, in the Enlightenment tradition, as the liberator and possessor of power and the student as the individual who embodies lack. One instructor at the University of Utah, though, has found that his students know more than he does about the television they watch, the music they listen to, and the world wide web they explore on the computer. Instructors must cease to think of their relationship to their students in terms of the Socratic teacher/student dyad and begin thinking in terms of something like a professional/client relationship. They must acknowledge that students know more than they think they do and they must help them realize this. (TB)

ED 384 897 CS 214 962

White, Fred D.

Information Management and Composing: Reassessing Our Research Paper Protocols.

PUB DATE- Mar 95

NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Data Collection; Data Interpretation; Higher Education; *Inquiry; *Persuasive Discourse; *Research Methodology; *Research Papers (Students); *Research Skills; Scholarship; Writing (Composition); *Writing Instruction

IDENTIFIERS- Research Suggestions

The term "research paper," in the sense of researched paper, is a tautology: all expository discourses are researched in some way. One of the first duties of writing instructors is to help students see the difference between reporting on information that already exists about a topic, in what is sometimes referred to as a "library paper," and using information as evidence to support a claim or to illustrate a generalization. But how does the writing instructor teach students to use information effectively in support of an original thesis? Students need to learn how to extract information selectively, then learn to manage what they have selected. Three ways that students can be taught to manage information would be as follows. First, instructors should eliminate the use of generic terms such as "comparison essay," or "pro-con essay" and instead speak of the paper in reader-based terms, as something that has contextualized aims. Rather than have students mechanically "narrow a topic," shift to real and urgent issues; the topic will narrow itself once the student apprehends the presence of an issue that matters. Secondly, instructors should

Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Active Learning; Class Activities; Cognitive Processes; Communication Skills; *Cooperative Learning; Elementary Education; Elementary School Students; Group Activities; *Language Arts; Lesson Plans; Listening Skills; *Reading Instruction; *Writing Instruction
IDENTIFIERS- Response to Literature

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on helping elementary-school students to work together as they learn to read, write, and communicate. The 48 lesson plans in the book cover writing to communicate, reading for information, responding to literature, listening to understand, speaking to communicate, and cognitive processes in the language arts. The book includes an activities chart which indicates the focus and types of activities (such as listening, reading, writing, speaking, responding to literature, and content language arts) found in the various lessons. These teaching ideas were first tried and tested in the classroom and then reported in the ERIC database. Each chapter contains the following sections: source (reference to the original in the ERIC database), brief description, objective, procedures, and personal observation. Directions to students are marked with a bullet. A 25-item annotated bibliography contains references to research and additional resources. (RS)

ED 384 916 CS 215 000

Christenbury, Leila, Ed.; And Others
Books for You: An Annotated Booklist for Senior High Students. 1995 Edition. NCTE Bibliography Series.
PUB DATE- 95
NOTE- 448p.; For the 11th edition, see ED 350 614. Foreword by Jerry Spinelli.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; *Fiction; High Schools; High School Students; Independent Reading; *Nonfiction; Reading Interests; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- Multicultural Materials; *Reading Motivation; *Trade Books

Designed to help teachers, students, and parents identify engaging and insightful books for young adults, this book presents annotations of over 1,000 books published between 1990 and 1994. The book begins with a foreword by award-winning author Jerry Spinelli that tells students why they should read. Annotations in the book are grouped by subject into 36 thematic chapters, including: "Adventure and Survival"; "Dating and Sexual Awareness"; "Family Relationships"; "Inspiration and Religion"; "Science and Technology"; "Humor and Satire"; "Poetry"; "Short Stories"; and "War and War Stories." More than 150 titles with a multicultural focus are highlighted in one of the chapters entitled "Multicultural Themes." Annotations in the book provide full bibliographic information, a concise summary, and a notation about any awards the book has won. Appendixes present lists of award-winning works of poetry, fiction drama, and nonfiction for the years 1989 through 1995; and a list of organizations that produce their own lists of notable books for young readers. Author, subject, and title indexes are attached. (RS) stipends were awarded to students without the expectation of service; however, after World War II graduate teaching assistants (GTAs) were expected to function as graders and, ultimately, classroom teachers. Over 100 years later, graduate assistantships are still offered and many of the same questions also exist regarding whether training is necessary or if previous study of a discipline's subject matter suffices as a prerequisite for teaching. This paper briefly outlines the importance of the basic course in the communication departments of colleges and universities. Having established the importance of the course and the fact that GTAs typically are responsible for teaching the basic course, the following areas are discussed: (1) common problems encountered by GTAs; (2) the training needs of GTAs; and (3) enhancing the teaching skills of GTAs. Finally, the paper articulates areas of concern not addressed in the paper but worthy of note--training and support systems for the GTA of color. Contains 31 references. (Author)

ED 384 934   CS 508 977

Pohl, Gayle M.; Butler, John M.
The Union of Communication Theory and Public Relations Writing.
PUB DATE- May 95
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Analysis; Case Studies; *Communication (Thought Transfer); Communication Research; Higher Education; Models; *Public Relations; *Theory Practice Relationship
IDENTIFIERS- *Writing Contexts

Noting that many public relations practitioners are increasingly recognizing the value and use of theory and theory building as a foundation for understanding, researching, and writing about organizations, this paper examines the marriage of theory and practice of writing public relations materials for a client. The paper begins with a discussion of the use of theory in public relations campaigns, general systems theory, and information processing as a predictor of attitudes of target audiences. The paper next explains social learning theory, social exchange theory, and symmetrical communication theory. The paper presents case studies for each theory. The paper also discusses the coorientation model and the elaboration-likelihood theory (including case studies) which explain how publics are correctly identified. The paper concludes with a series of considerations to be used in choosing the right medium for public relations messages. Contains 13 references. (RS)

ED 384 935   CS 508 978

Vest, David; Tajchman, Ron
Computer-Assisted Instruction in the Basic Public Speaking Course: Issues of Development and Implementation.
PUB DATE- May 95
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

in generating meaningful innovations (high innovators) with schools that had been relatively less successful (low innovators). Interviews were conducted with approximately 18 staff members at each of the 8 secondary and 9 elementary schools. Leadership behaviors required for effective organizational leadership were analyzed using a model of developmental leadership, which focused on the development of five key areas--vision, commitment, teams, individuals, and opportunity. The schools that exhibited more extensive innovations showed more evidence of people engaging in behaviors associated with developmental leadership. Leadership and power can and should be shared among many formal and informal leaders. Leadership training, therefore, should be expanded within schools. Contains 55 references. (LMI)

ED 384 953 EA 026 818

Wohlstetter, Priscilla; Van Kirk, Amy
School-Based Budgeting: Organizing for High Performance.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *Budgets; *Decentralization; Elementary Secondary Education; Foreign Countries; Institutional Autonomy; *Participative Decision Making; Power Structure; Professional Development; Rewards; *School Based Management; School Districts

This paper presents findings of a study that explored effective school-based budgeting practices within effective school-based management (SBM) contexts. The sample was comprised of 18 schools across 9 school districts (7 in the United States, 1 Canadian, and 1 Australian)--that had used SBM to improve school performance. During onsite visits, data were gathered through document analysis and interviews, usually with district administrators, selected school board members, the union president, and school-level administrators and staff. Findings suggest evidence of a broadened definition of school-based budgeting; however, a tremendous gap continued to exist between ideal and actual practices. Districts had decentralized some power, but schools had little discretion after district, and sometimes state, constraints were taken into consideration. Information sharing was often restricted by the political culture of the district and a lack of technology; staff development was relatively fragmented according to availability and demand; and there was very little experimentation with reward structures in schools. There was evidence to suggest, however, that there was a scaling-up process occurring as districts were working to use school-based budgeting to help create high-performance schools. One table is included. Contains 28 references. (LMI)

ED 384 954 EA 026 821

Bateman, Susan; Karr-Kidwell, P. J.
At-Risk Programs for Middle School and High School: Essential Components and Recommendations for Administrators and Teachers.
PUB DATE- 95
NOTE- 50p.

Constitutional Law; Court Litigation; Elementary Secondary Education; Federal Regulation; Governing Boards; Government School Relationship; *Legal Problems; *Legal Responsibility; *Private Schools; *Religious Education; State Regulation

The almost universal doctrine of charitable immunity was traditionally justified at one time because of the altruistic nature of charities. The reasons for abolition of charitable immunity in most states have generally been two-fold: (1) charities are no longer low-budget, marginal operations; (2) the risk of crippling verdicts can be minimized and controlled through the purchase of liability insurance. This book presents pertinent case information about the legal problems encountered by religious and private schools in the United States. Six chapters cover the following topics in detail: (1) tort liability (charitable immunity, field trips, invasion of privacy); (2) constitutional and contractual considerations of institutional, student, and faculty relationships; (3) governing board responsibilities and liability (fiduciary relationship, standard of care; closing a school); (4) governmental regulation of nonpublic schools (basis for state regulation; schools with and without a religious nexus); (5) federal antidiscrimination legislation (general corrective statutes, Equal Pay Act of 1964, Family and Medical Leave Act of 1993); and (6) special problems (copyright, Immigration and Reform Control Act, bankruptcy code and student debts). A table of cases and an index are included. (LMI)

ED 384 974 EA 026 867

Watson, Marilyn; And Others
Why Restructuring Must Focus on Thinking and Caring: A Model for Deep, Long-Term Change through Staff Development.
PUB DATE- Apr 95
NOTE- 76p.; Symposium papers presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - General (020)
DESCRIPTORS- *Classroom Techniques; *Educational Environment; Elementary Education; Ethical Instruction; Faculty Development; *Interpersonal Competence; *Staff Development; Student Development; *Student Motivation; Teacher Workshops

This paper contains four articles that describe the philosophy and outcomes of the Child Development Project (CDP), developed by the Developmental Studies Center in Oakland, California. The first article--"Giving Content to Restructuring: A Social, Ethical, and Intellectual Agenda for Elementary Education," by Marilyn Watson--describes the CDP and its basis in theory and research. The project attempts to make the moral and ethical dimensions of school life as conscious, central, and pervasive as the intellectual dimensions. The article summarizes its three basic assumptions and four principles. In the second article, "Toward a Caring Community of Learning for Teachers: Staff Development to Support the Child Development Project," Stefan Dasho and Sylvia Kendzior explore the design factors of the CDP. Specifically, they outline the components of staff-development workshops--onsite assistance, collaborative study and support, teaching materials, and individual commitment to learning. The third article, "Journeys of Change: Educators' Experiences with the Child Development Project," by Catherine Lewis and Carole Lewis, describes teachers' experiences of CDP. One teacher's account of change is presented. In the closing vision at every level of the system; (3) build local capacity-building systems; (4) devolve some authority to school staff; and (5) clearly tie government mandates and requirements to learning goals. A total of 32 tables and 1 figure are included. Appendices contain notes on methodology and copies of the survey instruments. (LMI)

ED 384 992 EA 026 893

Shields, Patrick M.; And Others
Improving Schools from the Bottom Up: From Effective Schools to Restructuring. Summary Volume.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Improvement; *Effective Schools Research; Elementary Secondary Education; *Federal Programs; *School Based Management; *School Effectiveness; *School Restructuring; State Surveys

This document presents findings from a congressionally mandated study of school-based reform, which developed in tandem with congressional interest in making the Chapter 2 program more focused on school-improvement efforts. Data were obtained from a survey of a nationally representative sample of 1,550 school districts; mail and telephone surveys of all state education agencies; and case studies of reform efforts in 5 states, 16 school districts, and 32 schools. Following the introductory chapter, the second chapter offers school portraits and survey data to describe the nature and extent of school-based reform. The third chapter describes how schools and local districts work together to support school-based reform. The fourth chapter describes the role of states and the federal government in facilitating and inhibiting school change. Promising school-based reform efforts occurred in schools that focused on the classroom (curriculum, teaching, and learning); developed a collaborative professional culture; and made maximum effort to develop professional capacities. Eleven exhibits and 11 figures are included. Contains 14 references. (LMI)

ED 384 993 EA 026 894

Groff, Warren H.
New Habits of Heart and Mind: "Third Wave" Transformational Leaders. Creating Solution-Based Learning Focused on Children and Families and Math, Science, and Technology in the Era of Smart Homes, Wired Communities, Fast Systems, Global Networks, and Fast Forward Learners in a Borderless World.
PUB DATE- Jul 95
NOTE- 73p.; Presentation at the Summer Institute of the National Ed.D. Program for Educational Leaders (Washington, DC, July 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Communications; *Cybernetics; Educational Change; *Educational Innovation; Educational Planning; *Educational Technology; Elementary Secondary Education; Human Factors Engineering; *Information Technology;

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; *Educational Change; *Educational Quality; Elementary Secondary Education; Instructional Effectiveness; *Organizational Development; Performance; *Total Quality Management

Many schools and school districts are attempting to introduce principles and practices of Total Quality Management (TQM). These attempts take many forms with varying degrees of commitment of resources and management attention. This paper describes the research design of a study intended to identify best current practices in applying TQM concepts to K-12 school districts across the United States. Specifically, the paper describes the sampling procedure and data obtained in the first phase of selecting schools and districts for later study. A questionnaire sent to a national sample of 205 schools and school districts involved in TQM elicited 43 completed surveys. Three additional respondents sent information (without surveys) and five more respondents participated in telephone interviews. Criteria for inclusion in the study included: (1) involvement of constituents in decision making; (2) a focus on instructional processes; and (3) evidence of data collection and baseline measures. The questionnaire was not seen as powerful enough to determine whether a school was really serious about using TQM to make important changes in teaching and learning so a second level of screening was pursued. Approximately 22 of the responses met the three basic criteria and will be considered for the second level qualification stage consisting of follow-up phone interviews. A set of schools which will become the sites for longitudinal case studies will be selected from this screening. It is argued that TQM has the potential to achieve significant change because the organization uses the results of its evaluation of outcomes and processes to improve practice, and the focus on the client/customer translates into a gain in credibility. One figure and the quality improvement practices survey are included. The initial analysis of survey data from practices in quality improvement in teaching and learning is appended. Contains 21 references. (LMI)

ED 385 011 EA 026 915

Ferreira, Maria M.; And Others
The Caring Culture of a Suburban Middle School.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Intermediate Grades; Junior High Schools; *Middle Schools; *Organizational Climate; Organizational Communication; *Organizational Objectives; Student Welfare; Teacher Attitudes; Teacher Behavior; *Teacher Role; *Teacher Student Relationship

This paper describes findings of a study that examined several dimensions of school functions--policy making, decision making, structure building, and relation building--to determine how they contributed to or hindered the development of a caring culture in a suburban middle school in a large midwestern city. The study also examined four arenas or domains--curriculum and instruction, extracurricular activities and programs, disorders. Analysis focused on studies which used a single-subject research design. The 22 articles, representing 38 separate studies, were analyzed in terms of: (1) nature of independent variables; (2) distribution of independent variables across studies; (3) dependent variables; (4) measures used to evaluate the dependent variables; (5) location of studies; (6) inclusion of a generalization program; and (7) authors' conclusions and reviewers' responses. The following findings are discussed: multiple treatments were used in 95 percent of the studies; a large number of discrete behaviors were defined as social skills; all the studies used direct observation to measure the dependent variables; the largest percentage of studies were conducted in a school setting; and there was little evidence that behavior changes effected by the interventions generalized to other settings. (Contains 33 references.) (DB)

ED 385 028   EC 304 056

Kim, Myounghee Yang; Sugai, George
The Effects of Self-Evaluation, Self-Observation, and Self-Observation Plus Self-Recording on the Occurrence of Disruptive Behaviors in Classroom: Extension Study.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 95
NOTE- 18p.; In: The Oregon Conference Monograph 1995. Volume 7, February 1995; see EC 304 046.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *Behavior Problems; Classroom Observation Techniques; Intermediate Grades; *Intervention; Maintenance; Outcomes of Treatment; Primary Education; *Self Evaluation (Individuals); *Self Management; Videotape Recordings

This study examined the effectiveness of self-evaluation, self-observation, and self-observation plus self-recording in reducing disruptive classroom behaviors. The initial study was conducted with seven primary level students divided into the three treatment conditions, and a replication study was conducted with eight intermediate level students also divided into the three conditions. Students in the self-evaluation condition evaluated their behavior at the end of each class. Students in the self-observation conditions watched videotaped recordings of themselves and those in the self-observation plus self-recording also recorded their disruptive behaviors on a card. In general, the self-evaluation intervention did not result in concurrent changes in disruptive behaviors in either group. The self-observation alone treatment did not result in behavior changes in the primary level students, though decreases in problem behaviors were seen in the intermediate level students. However, the self-observation plus self-recording intervention was found to be effective in reducing disruptive behaviors in all the students receiving this intervention. Maintenance without further intervention was found for the intermediate level students. (Contains 41 references.) (DB)

ED 385 029   EC 304 057

Kim, Hwangyong
Steps and Practical Guidelines for Developing and Implementing Self-Management Programs for Children's Social Behavior on the

Special aptitudes were demonstrated in the specific areas such as mathematics, language, and art. Nonintellective traits were exhibited in personality differences, while environmental factors were illustrated in language and cultural differences. Other traits assessed included: language/verbal, visual/spatial, fine motor, social, interests, perfectionism, and introversion. It is concluded that gifted programming should be individualized to fully maximize the child's abilities. (Contains 32 references.) (SW)

ED 385 048 EC 304 081

Pineault, Barbara; Stayrook, Nicholas
Integrating Special Services: Seeking a Balance in Meeting Student Needs.
PUB DATE- 16 Nov 93
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Alaska Natives; Bilingual Education; Communication Disorders; *Delivery Systems; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Gifted; *Inclusive Schools; Learning Disabilities; Mainstreaming; Mental Retardation; Migrant Education; Multicultural Education; Parent Attitudes; *Program Development; Public Schools; Reading Difficulties; Remedial Instruction; *Special Needs Students; Student Needs; Teacher Attitudes
IDENTIFIERS- *Fairbanks North Star Borough School District AK

A 5-year plan to improve the delivery of services to special needs students was evaluated in Fairbanks, Alaska. The plan focused on developing a model for integrated services and reducing the number of pull-out programs by having special services staff work directly with classroom teachers. Information sources included interviews with 62 staff members and 71 parents at 6 schools. Background information is provided on types of existing services in the school district, as well as the perceptions of principals regarding integration of special services. Attention is also directed to survey results from special program staff regarding integration of services for students who are learning disabled, communication disordered, gifted/talented, emotionally impaired, mentally retarded, and deaf. Also considered are integration of services in the following programs: Chapter I reading, Chapter I migrant, Alaska Native education, and bilingual/bicultural. Findings indicated that principals are generally supportive of the philosophy of integration for most groups of children, and often the service delivery model is driven by the availability of staffing or resources. (Contains 53 references.) (SW)

ED 385 049 EC 304 082

Verstegen, Deborah A.
Consolidated Special Education Funding and Services: A Federal Perspective. CSEF Policy Paper Number 6.
PUB DATE- Jul 95
NOTE- 72p.; For a local perspective, see ED 381 933.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accountability; Change Strategies; *Coordination; Disabilities; *Educational Change; *Educational Finance; Educational Policy; Elementary Secondary

Effectiveness; *Remedial Instruction; *Resource Room Programs; Special Education

The effect of pull out remediation on grade point average (GPA) was studied with high school students receiving special education services. For 30 students receiving pull out remediation and 30 students not receiving the pull out component, data were collected on semester GPA, student gender, year in school, and type of class (alternate or regular program). Pull out remediation was not found to affect GPA significantly. No correlation was found between pull out remediation, gender, junior/senior status, and percent of special classes the student was taking. A literature review on resource class and regular class instruction and student outcomes of mainstreaming is included. (Contains 16 references.) (SW)

ED 385 067 EC 304 100

Siegel, Ilene S.; Cowin, Eileen C.
Validating Facilitation, Naturally!
PUB DATE- Apr 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Disorders; *Communication Research; Evaluation Methods; Interpersonal Communication; *Research Problems; *Validity
IDENTIFIERS- *Facilitated Communication

Research on facilitated communication (FC) is discussed, along with flaws in previous validation studies and suggestions for improving validation studies, including: testing first whether the person can do the task required under quiet, relaxed conditions; allowing the person to practice the skill until it can be used during the validation test; ensuring that the person facilitates with a variety of people; and including verbal peers for comparative purposes. The present validation research involved three different settings. First, examples are provided of natural validations occurring when individuals relayed information to staff, information that the staff had no way of knowing. Second, a facilitator helped students indicate which ingredient (unknown to the facilitator) they had each put into a cooking project. The ratios of correct facilitated and verbal answers for each of 10 students are presented. Third, a weekend activity checklist was completed by students, assisted by a facilitator, and accuracy of information was checked with the student's caregiver. The study concluded that FC cannot be discounted as a viable means for communication; however, more validation studies are needed. (SW)

ED 385 068 EC 304 101

Jivanjee, Pauline R.; And Others
Interprofessional Education for Family-Centered Services: A Survey of Interprofessional/Interdisciplinary Training Programs.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- Apr 95
NOTE- 167p.

Kansas State Board of Education, Topeka.
PUB DATE- 95
NOTE- 21p.; Prepared by the Bridging Early Services Transition Taskforce.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Community Programs; *Disabilities; Early Childhood Education; Early Intervention; *Educational Planning; Family Involvement; *Family School Relationship; Individualized Education Programs; *Kindergarten; *Special Needs Students; *Transitional Programs
IDENTIFIERS- *Kansas

This publication is intended to help communities take steps to improve the transition to kindergarten for young children with and without disabilities or other special needs in Kansas. The guide covers transition research, elements of effective transition, effective interagency cooperation, information sharing, providing continuity for children and families, developmentally appropriate curriculum in prekindergarten and kindergarten, ideas for involving families, teacher collaboration, individualized education program transition objectives, books to prepare children for transition, a summary of transition statistics for Kansas, and the Community Guide to Transition Planning checklist. (Contains 22 references.) (DB)

ED 385 088 EC 304 121

Smith, Pamela, Ed.; And Others
Step Ahead at Age 3: A Guide for Families.
SPONS. AGENCY- Associated Colleges of Central Kansas, McPherson.; Kansas State Board of Education, Topeka.; Kansas State Dept. of Health and Environment, Topeka.
PUB DATE- 95
NOTE- 17p.; Prepared by the Bridging Early Services Transition Taskforce.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; *Individualized Education Programs; *Individualized Family Service Plans; Infants; Parent Participation; Parent Rights; Preschool Education; Special Education; *Special Needs Students; Toddlers; *Transitional Programs
IDENTIFIERS- *Kansas

This publication is intended to help parents in Kansas communities plan for the transition of young children with special needs from the Infant-Toddler Services program to Early Childhood Special Education Services and/or other community services. Information is provided on the seven-step process: (1) planning ahead; (2) the transition meeting; (3) evaluation; (4) staffing; (5) getting ready for the Individualized Education Program/Individualized Family Service Plan (IEP/IFSP) meeting; (6) participating in the IEP/IFSP meeting; and (7) putting the IEP/IFSP into action. Information in each section generally includes questions to consider, important people to contact, action steps, and a checklist. A final section

NOTE- 104p.; Master of Arts Thesis, Arizona State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adolescents; *Consonants; *Downs Syndrome; Language Acquisition; *Phonology; *Pronunciation; *Vowels

The pronunciation of voiceless stops in the initial and final position of monosyllabic words was studied with nine individuals (ages 13-17) with Down's Syndrome to determine whether the vowel affects the consonant production. A 55-page review of previous literature and research on the phonology of speakers with Down's Syndrome is included. The review covers: language acquisition; babbling; Down's Syndrome and the cumulative deficit hypothesis; and current knowledge about production of nasals, liquids, plosives, and affricates and fricatives by those who are normal and those who have Down's Syndrome. Three aspects of validity in a phonological study of Down's Syndrome are emphasized: phoneme positions within words, the frequency of use and error rate of each phoneme, and the word used. The study hypothesized that vowels influence the frequency of error in pronunciation of the stop in either the initial or final position. Findings showed an important relationship among certain vowels and consonants in the final position: an increasing order of difficulty accompanies efforts in pronunciation as the speaker negotiates the spectrum from low to high vowels. Appendices include a list of words used in the study. (Contains 73 references.) (SW)

ED 385 106 EC 304 141

Facilitating the Use of Assistive Technology by Special Education Students with Limited English Proficiency. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Nov 92
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Assistive Devices (for Disabled); *Communication Aids (for Disabled); Communication Problems; *Computer Assisted Instruction; Computer Oriented Programs; *Computer Software; Elementary Secondary Education; English (Second Language); *Instructional Materials; *Limited English Speaking; Material Development; Program Development; Program Evaluation; Technological Advancement
IDENTIFIERS- *Comprehensive Competencies Program

Results are presented of a federally funded project that identified new communication aids, software, and assistive technologies that can be used in special education with students who are limited English proficient. The research was conducted in learning centers that use the comprehensive Competencies Program (CCP) English-as-a-Second-Language (ESL) curricula and materials. The CCP ESL Program served as the core curriculum for the project sites, which included special education classes, a middle school, a high school, and an adult education and employment program. Report contents cover: project activities; program operations at four sites in Texas, Massachusetts, and Virginia; program evaluation results; case studies of 19 student participants; a plan for disseminating and marketing the project's outputs; suggestions to improve the CCP ESL curricula and materials; and suggestions for future research and development. For each of the program sites, additional lessons learned from experience about grouping students were implemented. As a result, students are getting along better, sharing work equally and working well together, and playing together during recess, and establishing friendships. It is concluded that the program also facilitates mainstreaming. (MSE)

ED 385 126 FL 023 110

Buckland, David; Short, Mike
Night Shift: Ideas and Strategies for Homework. Pathfinder 20. A CILT Series for Language Teachers.
PUB DATE- 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assignments; Audiotape Recordings; Computer Assisted Instruction; Educational Objectives; Foreign Countries; *Home Study; *Homework; Instructional Materials; Language Role; Listening Skills; Memorization; *Oral Language; Planning; Policy Formation; Pronunciation; Radio; Reading Skills; Recreational Reading; School Policy; Second Language Instruction; Second Language Learning; *Second Languages; Self Evaluation (Individuals); Skill Development; Speech Skills; Student Evaluation; Television; Visual Aids; Vocabulary Development; Writing Skills; *Written Language

A variety of ideas and strategies for homework assignments that can be stimulating and useful to second language learners are presented. Underlying principles are that homework can: give control; develop confidence; promote creativity; support differentiation by task and outcome; encourage pupil independence; support parent-school communication; and provide practical ways of lightening the burden of assessment. Specific homework tasks and homework design techniques are outlined for development of each language skill (speaking, listening, reading, writing) and for addressing such issues as pronunciation, encountering new words, tying homework in to classwork, memorization, self-assessment, developing homework materials from a textbook, tape recordings, making use of radio and television broadcasts, dictionary use, reading tasks, encouraging reading for information and pleasure, providing appropriate materials, and using computers. Sections are devoted to homework planning (integrating homework assignments into departmental planning, using homework to support assessment, pupil participation in homework planning, recycling homework tasks) and establishing departmental policy. Contains 19 references. (MSE)

ED 385 127 FL 023 111

Brecht, Richard D.; Walton, A. Ronald
The United States Service Industry in the Global Economy: Maintaining the Comparative Advantage.
PUB DATE- Feb 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competition; *Educational Needs; Educational Policy; Educational Trends; Elementary Secondary Education; Higher Education; Information Technology; *Intercultural

broader focus is on the relationship between the Kwa languages of West Africa and the Afro-American languages of the New World, both creoles and varieties of English. An introductory chapter offers historical background on the Caribbean and other Atlantic creoles, their origins and evolution, and their general structure. Subsequent chapters address specific linguistic issues, including: Afro-American clause structure; the rural-urban shift in dialect boundaries; the relationship of English and Black English; stability and change in British Jamaican Creole; and tone and intonation in British Jamaican Creole. A glossary, substantial bibliography, and index are provided. (MSE)

ED 385 147 FL 023 145

Bouvet, Danielle
The Path to Language: Toward Bilingual Education for Deaf Children.
PUB DATE- 90
NOTE- 263p.; Translated by Julie E. Johnson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- *Bilingual Education; Case Studies; Classroom Techniques; *Deafness; Educational Strategies; Elementary Secondary Education; Instructional Effectiveness; *Language Acquisition; Language Research; Linguistic Theory; *Literacy Education; Mothers; Program Descriptions; Sign Language; *Speech Communication; *Speech Instruction

Discussion of speech instruction in bilingual education for deaf children refutes the assumption that speech is acquired automatically by hearing children and examines a program in which deaf children are taught alongside hearing children. The first part looks at how speech functions and how children acquire it: including the nature of the linguistic sign and its occurrence in the speech process; the speaking subject's role in the speech process; the newborn's ability to communicate, pre-verbal and verbal communication; and the mother's role in child language acquisition. In part two, the idea that deaf and hearing children have more similarities than differences is explained, and deaf children's right to a mother tongue is argued. Prejudices against deafness and the relationship of a child's deafness to parent(s)' deafness is discussed. Part three describes a pilot bilingual education program involving five profoundly deaf children and one severely deaf child, aged 4-6, that prepared them with both sign language and verbal communication skills for integration into a school for hearing children. The children's progress is followed through 6 years and the acquisition of written language in the bilingual education program is noted. Appended materials include data on the children, two manual alphabets, and a bibliography. (MSE)

ED 385 148 FL 023 146

Jaramillo, James A.
Can Human-Taught Primates Produce a Non-Verbal Language?
PUB DATE- 26 Jun 95
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Animal Behavior; *Cognitive Processes; *Language

Welton, Michael
Toward Development Work: The Workplace as a Learning Environment.
EEE701 Adults Learning: The Changing Workplace B.
SPONS. AGENCY- Victorian Education Foundation.
PUB DATE- 91
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; Annotated Bibliographies; Curriculum Development; *Educational Environment; Educational Opportunities; *Education Work Relationship; *Experiential Learning; Foreign Countries; Industrial Structure; Industrial Training; Labor Force Development; Models; On the Job Training; Personnel Management; Technological Advancement; Training Objectives; *Work Environment
IDENTIFIERS- *Australia; Deskilling; Empowerment

This publication is part of the study materials for the distance education course, The Changing Workplace: Part B, in the Open Campus Program at Deakin University. The first part of the document constructs a framework for exploring the concept of the workplace as a learning environment that is in fact the primary school for adult learning and development. The following topics are discussed: the educative function of work and the work environment; work as curricular structure (the rise of the Taylorist curriculum for work, Braverman and the deskilling controversy, and three approaches to work in postindustrial society); and work as a context for adult development and learning (work and personality formation and creating the educative workplace). The bibliography contains 108 references. The following papers constitute approximately 50% of the document: "Scientific Management" (H. Braverman); "On the Degradation of Skills" (W. Form); "Dilemmas of Transformation in the Age of the Smart Machine" (S. Zuboff); and "Learning, Empowerment and Participative Work Processes: The Educative Work Environment" (H. Kornbluh, R. Greene). The document contains a 10-item annotated bibliography. (MN)

ED 384 707 CE 067 996

Literacies and the Workplace: A Collection of Original Essays.
EAE646 Language and Literacies: Contexts and Challenges in the Workplace.
SPONS. AGENCY- Victorian Education Foundation.
PUB DATE- 94
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; Competency Based Education; Educational Needs; Educational Objectives; Educational Practices; *Education Work Relationship; *English (Second Language); Essays; Foreign Countries; *Literacy Education; Second Language Instruction; Second Language Learning; Teaching Methods; *Technological Literacy; Unemployment
IDENTIFIERS- *Australia; Great Britain; Japan; United States; *Workplace Literacy

This book is part of the study materials for the distance education course, Language and Literacies: Contexts and

Educational Legislation; Educational Objectives; Education Work Relationship; Federal Legislation; On the Job Training; Outcomes of Education; Program Development; Program Guides; Program Implementation; Secondary Education; State Legislation; *Statewide Planning; Success; Two Year Colleges; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Michigan; School to Work Opportunities Act 1994

This guide, which is one of a series of three guides designed to provide state and local leaders, policymakers, practitioners, and other stakeholders with information about the work-based learning component of the School to Work Opportunities Act, deals with occupational education. The introduction traces the history of school-to-work initiatives, lists components of successful programs, and explains the guide's purpose and use. Discussed in the remaining five chapters are the following topics: work-based learning, contracted instruction, cooperative education plans, school-to-apprenticeship, and registered apprenticeships. Each chapter contains an overview of the program followed by: a description of the program type; participant outcomes; required design criteria; benefits to students, employers, and schools; keys to successful programs; credentials earned through the program; and related resource materials. Throughout the guide, special attention is given to Michigan work-based learning programs and related resource materials and resource organizations. Contains 32 references and a glossary. (MN)

ED 384 725   CE 069 330

A Guide to Work-Based Learning Programs: Part II--Career Exposure. First Edition.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Office of Career and Technical Education.
PUB DATE- 95
NOTE- 66p.; For parts I-III, see CE 069 329-331.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Academies; *Career Exploration; Credentials; Educational Benefits; Educational Legislation; Educational Objectives; Education Work Relationship; Federal Legislation; *Internship Programs; Outcomes of Education; Program Guides; Program Implementation; Secondary Education; State Legislation; *Statewide Planning; Success; Two Year Colleges; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Michigan; School Based Enterprises; School to Work Opportunities Act 1994; *Service Learning

This guide, which is one of a series of three guides designed to provide state and local leaders, policymakers, practitioners, and other stakeholders with information about the work-based learning component of the School to Work Opportunities Act, deals with career exposure. The introduction traces the history of school-to-work initiatives, lists components of successful programs, and explains the guide's purpose and use. Discussed in the remaining six chapters are the following: the school-based learning component of school-to-work programs, career exploration programs, service learning, school-based enterprises, career internships, and career academies. Each chapter contains an overview of the program followed by: a description of the program type; participant outcomes; required design criteria; benefits to students, employers, and schools;

received special attention: professional development activities and curriculum development for an integrated education system, statewide curriculum development system, provision of guidance and counseling services through Maryland's coordinated Pupil Services Program, educational equipment/facilities acquisition/upgrading, and school-to-work transition and adult training/retraining programs/services. Major efforts were also made to improve/expand consumer and homemaking education, career/technology education delivered through community-based organizations, and tech prep. (Appended are secondary and postsecondary measures and performance standards and student performance data.) (MN)

ED 384 743   CE 069 380

Pritz, Sandra G.; And Others
Building Essential Skills for the Ohio Building and Construction Industry. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Jul 95
NOTE- 207p.; For a related external evaluation report, see CE 069 381.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Classroom Techniques; *Construction Industry; Cooperative Planning; Curriculum Development; Delivery Systems; *Demonstration Programs; Educational Needs; Information Dissemination; *Literacy Education; Needs Assessment; Numeracy; Outcomes of Education; Partnerships in Education; Pretests Posttests; Program Development; *Program Effectiveness; Program Evaluation; Recruitment; School Business Relationship; Staff Development; *Statewide Planning; Task Analysis; Unions
IDENTIFIERS- *Ohio; *Workplace Literacy

The Center on Education and Training for Employment (CETE) at the Ohio State University worked in partnership with the Ohio State Building and Construction Trades Council (OSB&CT) to develop and deliver customized workplace literacy services for local union members in six major Ohio cities (Columbus, Cleveland, Cincinnati, Toledo, Dayton, and Akron). A partnership board of OSB&CT and CETE staff was formed to oversee the following program activities: literacy skills assessment; development of an integrated two-strand basic skills curriculum that included literacy and numeracy strands and an instructor training program and the development of training materials; development/delivery of support services to reduce barriers to participation; participant recruitment; assessment of participants' needs; implementation and evaluation of the basic skills program; and dissemination of program information. Approximately 360 participants' received the job-specific basic skills required to be able to participate in union-sponsored technical skills enhancement training. Program instructors and participants alike were very enthusiastic about the program. (Appendixes constituting approximately 80% of this document contain the following: DACUM Developing a Curriculum Enhanced Literacy Task Analysis; job description for part-time instructor position; summary instructor/program information; participant information and pretest/posttest scores; reports for the spring and fall 1994 sessions and winter and spring 1995 sessions.) (MN)

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Adult Education; Comparative Education; Educational Change; *Educational Development; *Educational History; *Extension Education; Leisure Time; Lifelong Learning; Universities
IDENTIFIERS- Chautauquas

University extension arose in England during the late 1860s as an adult education movement providing university-style education for all people. In the United States in the 1880s, university extension was only the latest in a series of ventures in schooling for adults. Adult education had existed in the colonial period, but the first widespread movement of schooling for adults was the lyceum, imported from England during the Jacksonian era. U.S. extension leaders could draw on a diverse background of adult education movements and emphasize either the practical training of colonial night schools or the cultural Chautauqua reading model. During the years 1890-1891, citizens of Philadelphia developed a powerful organization which controlled extension in the Middle Atlantic States. However, the American Society for the Extension of University Teaching failed to nationalize extension. In Wisconsin and Chicago, university extension sprang from a university and not an independent society. Kansas also experimented successfully with extension in the 1890s. Between 1892 and 1899, extension organized stable societies in Chicago, Wisconsin, and Philadelphia. At the turn of the century, U.S. education underwent significant alterations in theory and practice. The reform viewpoints of extension people became directed at urban problems. With the decline of the English system after 1900, university extension underwent a reorientation and served a useful role in developing the concept of education as leisure-time activity. (Contains 215 references.) (YLB)

ED 384 763 CE 069 441

Literacy Works. Building State Performance Measurement, Reporting, and Improvement Systems.
PUB DATE- Jun 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Adult Basic Education; *Adult Literacy; Data Collection; Demonstration Programs; *Literacy Education; Pilot Projects; Program Evaluation; Program Improvement; *Statewide Planning; *Systems Approach; Systems Development
IDENTIFIERS- Hawaii; Kentucky; New York; Tennessee

This document, which highlights the efforts of the National Institute for Literacy to pilot the development of state literacy accountability systems in four states, outlines the components, operation, and importance of state accountability systems and discusses considerations in developing a systems approach to planning and implementing a quality accountability system. First, the institute's mission is explained. Next, four specific areas within state literacy systems in which literacy accountability systems build capacity are examined along with potential impacts of state literacy accountability systems. Discussed next is the role of state literacy accountability systems in measuring program results and demonstrating that literacy works for selected groups of individuals. Ten steps to establishing a state literacy accountability system are listed,

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Communication Skills; Course Content; Critical Thinking; Educational Resources; Industrial Arts; *Learning Activities; *Literacy Education; Mathematics Instruction; On the Job Training; *Printing; Reading Instruction; Skill Development; Teaching Methods; Units of Study; Writing Instruction
IDENTIFIERS- *Workplace Literacy

This curriculum guide was developed and updated for a 2-year project conducted to improve the productivity of the work force through improvement of literacy skills in the workplace by providing instruction to employees in the printing industry in the Baltimore (Maryland) metropolitan area; Carroll County and Charles County, Maryland; and York, Pennsylvania. The curriculum guide contains sections on reading, mathematics, writing, critical thinking, and communications. Each section contains numerous learning activities, mostly related to the printing industry. Answer keys are provided for the problems. Some sections include competencies and objectives. (KC)

ED 384 782 CE 069 469

Creating Learning Opportunities. Flexible Delivery of the Certificates of General Education for Adults.
PUB DATE- 95
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Curriculum Development; *Distance Education; Foreign Countries; Individualized Instruction; Instructional Innovation; *Learning Centers (Classroom); *Literacy Education; Numeracy
IDENTIFIERS- *Certificates of General Educ Adults (Australia)

This report aims to encourage and support Australian providers to extend their provision of English language, literacy, and numeracy courses by using flexible delivery strategies. An introduction describes the project's purpose and methodology. Chapter 2 discusses good practice, principles of adult basic education, adult learning, and flexible delivery. Chapter 3 describes four programs that approach the task of meeting learners' needs in a variety of ways. Chapter 4 addresses how to analyze one's situation and consider the possibilities creatively. Questions to clarify the issues are provided. Chapter 5 on communication options looks at the two broad modes of delivery; describes interactive modes of delivery; and suggests materials for flexible delivery. Chapter 6 provides step-by-step guides to these aspects of flexible delivery: bulletin board/electronic mail, audioconference, distance education program, and individual learning center. Chapter 7 addresses using the Victorian Adult English Language, Literacy, and Numeracy Accreditation Framework and the Certificates of General Education for Adults in curriculum development and choice of delivery modes. Four sections deal with approaches to curriculum development in the four streams of with certificates: reading and writing; oral communication; numerical and mathematical concepts; and general curriculum options. Chapters 8 and 9 deal with evaluation and staff development. Chapter 10 lists 32 resource books and articles

Educational Resources; Government School Relationship; Guidelines; Innovation; Inservice Teacher Education; Lifelong Learning; *Modernization; Outcomes of Education; Policy Formation; Postsecondary Education; Professional Development; Program Improvement; Public Relations; Resource Allocation; School Business Relationship; School Community Relationship; Secondary Education; *Statewide Planning; *Strategic Planning; Systems Approach; Teacher Qualifications; *Vocational Education
IDENTIFIERS- Action Plans; *Ohio

This document summarizes efforts made during fiscal year (FY) 1994 to implement Ohio's action plan for accelerating the modernization of vocational education, Ohio's Future at Work. First, background information is provided about the plan's formulation in 1990. Listed next are 10 legislative actions that have been identified as necessary to accomplish the action plan's imperatives, goals, and objectives. The remainder of the document summarizes the actions taken during FY94 to meet the specific goals and objectives of each of the following 11 imperatives included in Ohio's Future at Work: broaden the scope of the vocational education experience for each student; improve access to enhanced educational opportunities; emphasize rigorous outcomes for vocational students and programs; focus on lifelong individual needs; provide career-focused education for all students; modify and streamline vocational education standards, guidelines, and policies; assure adequate resources and their efficient utilization; accelerate the professional development of vocational educators; extend and strengthen vocational education's strategic alliances; enhance the public's understanding of, and support for, vocational education; and maintain constant emphasis on improving and renewing the vocational education system. Contains six references. (MN)

ED 384 801 CE 069 508

McLendon, Emory; Cronk, Peter
Quality Assurance for Distance Education: Concepts and Strategies.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Distance Education; *Educational Quality; Foreign Countries; Models; Program Improvement; *Quality Control
IDENTIFIERS- *Australia (Queensland); *Quality Assurance

The University of Southern Queensland's Centre for Further Education and Training, which offers distance teaching and training courses to a wide range of mature students, developed a quality assurance framework to guide its efforts to improve the quality of its distance courses for teachers and trainers with little or no training in educational theory or practice. The following elements were selected for the framework: commitment (the intention of all staff to deliver efficient and effective service to students and themselves); systems (processes within the center that help staff offer clients the best possible service); and measurement (quantifiable, observable results highlighting opportunities for the center to improve its products and services). The framework served as a foundation for focusing the product provided to students and the process by which the product is delivered. The following areas were identified as areas for potential improvement: study materials, student/staff contact, student satisfaction, student knowledge can help adult educators support adults' development and facilitate the integration of new learning. (Contains 21 references.) (KC)

ED 384 819 CE 069 560

The Illinois Plan for Home Economics Education. A Curriculum Guide. Dimensions for Living Course.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Sep 92
NOTE- 127p.; For related documents, see CE 069 561-564.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Descriptions; *Home Economics; Individual Development; Interior Design; *Learning Activities; Lesson Plans; Problem Solving; Secondary Education; *Self Actualization; Self Concept; *Self Esteem; Self Evaluation(Individuals); State Curriculum Guides; Teaching Methods; Thinking Skills
IDENTIFIERS- Illinois

This curriculum guide, which was designed for an exploration/orientation course in home economics aimed at empowering students to make responsible decisions and choices in an ever-changing informational society, contains the following materials: a course description, course objectives, background information for instructors, an abbreviated course outline, a detailed content outline, a bibliography listing 44 references for teachers and students, and a variety of teaching activities. The course outline identifies the major topics, and the more detailed content outline serves as a basis for creating the curriculum, developing lesson plans, and interpreting through the learning activities. The teaching activities develop specific portions of the content outline. Each activity includes the following sections: a teacher's page with student objectives, materials needed, directions, evaluation, Future Homemakers of America-Home Economics Related Organization correlation, teacher notes, and the Illinois State Goals for Learning that are incorporated. Supportive materials such as worksheets and transparency masters are included for some of the activities. Topics covered in the dimensions for living course teacher activities include the following: self-concept, communication, positive image, needs and wants, family heritage, peer pressure, legislation and authority, technology, personal resources, decision making, systems thinking, wellness, and personal management. (KC)

ED 384 820 CE 069 561

The Illinois Plan for Home Economics Education. A Curriculum Guide. Creative Lifeskills Course.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Sep 92
NOTE- 112p.; For related documents, see CE 069 560-564.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Descriptions; Creative Development; *Creative Thinking; *Creativity; Environmental Education; Food Service; *Home Economics; Hospitality

IDENTIFIERS- Arizona; Murphy School District AZ

This report presents the results of Phase I of an evaluation of the Murphy School District (MSD)-Department of Economic Security (DES) collaborative effort, one of the first interagency partnerships in the state of Arizona that attempts to address the needs of students and their families more effectively. The primary purposes of the evaluation are to: (1) document and describe implementation of the MSD-DES collaborative project; and (2) assess the outcomes of the collaboration on the service delivery system, and on students and their families. Early findings indicate that many of the collaborative's early goals have been accomplished; however, there are several challenges that must be overcome. The study also found that familiarity with, and ties to, the community among personnel is a strength of this collaborative. The school as the hub for services in the community is key to the initiation of this collaborative effort, but a view of the collaboration as a spider web may help to sustain collaborative efforts. The report also makes recommendations for next steps for the program and the evaluation. Appendices include sampling information, interview protocols, description of data sources, and a list of the types of services provided by community workers. (JE)

ED 384 839 CG 026 308

Pol, Heidi Marie Vander
Missionary Selection, Stress, and Functioning: A Review of the Literature.
PUB DATE- May 94
NOTE- 58p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Burnout; Evaluation Methods; Interpersonal Competence; *Job Performance; Literature Reviews; Personality Traits; Psychological Patterns; *Psychological Studies; *Religious Organizations; *Selection; *Stress Variables; Synthesis
IDENTIFIERS- *Missionaries

Because of the rising interest in the relevance of psychology to missions, a number of empirical studies have been completed which address various issues pertaining to missionary selection, stress, and ongoing functioning. This paper presents a critique and synthesis of the empirical literature relevant to missionary selection, stress, and functioning. The research under review here was limited and was mostly preliminary or descriptive in nature. However, several conclusions can be made at both a clinical level and a practical level. In terms of missionary selection, successful candidates have been found to demonstrate good interpersonal skills, flexibility/adaptability, and a history of emotional stability. Missionaries have also been found to suffer from the effects of stress, but are often hesitant to disclose their feelings of stress and burnout. Missionary stress appears to originate from two sources: interpersonal and job factors. Lastly, missionaries have been found to be no more pathological in their functioning than the normal population. However, results concerning the influence of depression on a missionary's ability to persevere on the field remain inconclusive. It is argued that research pertaining to missionaries must move from its current disjointed approach to one that incorporates collaboration and coordination of efforts. (RJM)

ED 384 860 CS 012 210

Sonnenschein, Susan; And Others
Documenting the Child's Everyday Home Experiences: The Ecological Inventory as a Resource for Teachers. Instructional Resource No. 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Childhood Education; *Evaluation Methods; *Family Environment; *Family Influence; *Parent Teacher Cooperation; Social Influences; Student Characteristics
IDENTIFIERS- *Ecological Inventory; *Emergent Literacy

This paper describes the Ecological Inventory, a technique developed to document the range and frequency of literacy-related activities available in pre-kindergartners' everyday lives. This technique can be used by teachers to broaden understanding of their students' home-based experiences. Results from the Ecological Inventory can be used as a basis for improved understanding between teachers and parents, for developing classroom educational plans, and for identifying the socialization agents in children's lives. Contains 25 references. Appendixes present guidelines for telling parents about the diaries, guidelines for diary keeping, and the Ecological Inventory. (Author/RS)

ED 384 861 CS 012 212

Perkins, Pamela
The ABC's of Whole Language: Professional's Guide.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Childrens Literature; *Class Activities; Elementary Education; *Language Arts; Phonics; *Reading Processes; Reading Writing Relationship; *Teacher Role; Teacher Student Relationship; *Whole Language Approach
IDENTIFIERS- Historical Background; Trade Books

Intended for those practitioners and parents who have heard the term "whole language" but who really know little or nothing about it, this booklet looks at the learning or acquisition of language, which includes the processes of thinking, listening, speaking, reading, and writing. Chapters in the book, after an introduction, are, as follows: Whole Language: What and Why? (a short history of the whole language movement); The Grapho-Phonic Cueing System (chosen as a more descriptive term than phonics); The Student-Teacher Relationship; The Teacher's New Role; Whole, Authentic Curriculum (which offers practical guidelines for implementing whole language in the classroom); and A Whole Lot of Marvelous Literature (which provides an extensive list of titles of quality trade books, including Caldecott and Newbery winners). (NKA)

Yet popular culture works at the "intersections of body and emotion"; the visceral responses that music, images, and fashion elicit cannot be explained merely as an aura of ideological effects. Cultural analysis requires active reading, constructing meaning in a text, rather than passively accepting the authority of the written word. One writing assignment, developed in James Porter's "Audience and Rhetoric" requires students to review the background, discourse conventions, and the form and style of "forums" to help them identify the means through which they might negotiate and be accepted into a discourse community. Since the assignment demands that students analyze the ways they experience their magazine of choice, gender literacy comes to the fore. Students theorize the way affective alliances are formed as they learn what might be considered feminist strategies for analysis and then proceed to study how the magazine constructs readers of a particular magazine as an audience. (Contains 14 references.) (TB)

ED 384 880 CS 214 942

Maguire, Mary H., Ed.
Dialogue in a Major Key: Women Scholars Speak.
PUB DATE- 95
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- Cultural Context; *Educational Philosophy; Elementary Secondary Education; *English Curriculum; *English Instruction; *Females; Foreign Countries; Higher Education; *Scholarship; Women Faculty
IDENTIFIERS- Dialogic Communication; *Educational Issues; Researcher Role

This book presents spirited and thought-provoking conversations with 9 (10 including the interviewer) internationally renowned women scholars who share their insights on the social, political, and cultural contexts of education. The book recognizes the need for ongoing international dialogue in the field of English education. Following a prologue, the articles or conversations are: "Defining Ourselves and Our Students as Literate" (Yetta M. Goodman); "Dialoguing across and within Communities" and "Teachers, Researchers, and Learners" (Margaret Gill); "Hesitations and Repetitions" and "Later Reflections" (Margaret Meek Spencer); "Scanning the U.S. Scene" and "Different Emphases in the International Conversation" (Janet Emig); "Reinventing the Discipline--Reinventing Ourselves" and "Resonating Themes and Points of Convergence" (Aviva Freedman); "Between Then and Now" and "Assessment and England's National Curriculum: What It Looks Like in Autumn 1991" (Henrietta Dombey); "Listening to Different Voices and Silent Voices" and "Responses to the Dialogues" (Elody Rathgen); "The Challenge of English Teaching in Barbados and the Caribbean" and "Reflections" (Patricia Symmonds); and "Looking Back and Looking Forward" (Louise M. Rosenblatt). A selected bibliography on each scholar follows the conversation. An epilogue concludes the book. (NKA)

ED 384 881 CS 214 943

Loucks, Scott Douglas
Effective Composition Instruction: Washington State Community College Instructors Respond.
PUB DATE- 14 Jul 95

help students to become immersed in their issue through reading and field research. Linda Flower offers 9 steps for problem-solving strategies that can be helpful. Third, instructors should call attention to the kinds of information to be managed and suggest particular strategies for managing them. (TB)

ED 384 898 CS 214 963

Hacker, Diana
A Writer's Reference. Third Edition.
PUB DATE- 95
NOTE- 404p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Editing; *English; *Grammar; Guidelines; Higher Education; Research Papers (Students); Sentences; *Writing (Composition); *Writing Processes; Writing Skills
IDENTIFIERS- *Academic Discourse; Stylistics; *Writing Contexts

Designed to save the user time and packaged in a compact size which lies flat, this book is easy to consult while revising and editing a written draft. The book's "main menu," just inside the front cover, displays the contents as briefly and simply as possible. Each of the 12 sections in the book's main menu leads the user to a tabbed divider, on the back of which is a more detailed menu. The 12 sections are: Composing and Revising; Document Design; Effective Sentences; Word Choice; Grammatical Sentences; ESL Trouble Spots; Punctuation; Spelling and Mechanics; Research Writing; MLA Documentation; Alternative Styles of Documentation; and Basic Grammar Index. This third edition also contains the new MLA and APA guidelines, as well as a section on "How to Use This Book" which includes tutorials that show how to get quick answers to questions. (NKA)

ED 384 899 CS 214 964

LaGuardia, Dolores; Guth, Hans P.
American Voices: Multicultural Literacy and Critical Thinking.
PUB DATE- 93
NOTE- 710p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- *Class Activities; *Critical Thinking; Cultural Context; *Cultural Pluralism; Higher Education; Literary Criticism; *Literature Appreciation; Multicultural Education; Rhetoric; Thematic Approach; Thinking Skills; *Writing Instruction; Writing Strategies
IDENTIFIERS- Aesthetic Reading; Ethnic Literature; *Multicultural Materials; *Writing Thinking Relationship

Focusing on issues that define the multicultural society and intended to help students become alert readers, more purposeful and effective writers, and thinking members of the larger community, this book is built around selections by committed writers who demonstrate the power of the written word to record, interpret, and change today's social and cultural reality. Using a thematic approach, the book explores the promise of a multicultural America; a major theme is diversity and community--the challenge of honoring diversity while

ED 384 917 CS 508 950

Blakeman, David A.; Young, Raymond W.
Using Study Guides To Help Students Focus Their Reading in the Basic Course.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Southern States Communication Association (65th, New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Higher Education; Instructional Effectiveness; *Introductory Courses; *Speech Communication; Student Needs; *Study Guides; Study Habits; *Study Skills
IDENTIFIERS- Valdosta State University GA

One problem that surfaced with the speech communication basic course (COM 105) at Valdosta State University (Georgia) was that the actual content covered by individual instructors varied widely, so widely that two given sections taught by different instructors may bear little resemblance to one another. This problem was addressed first through a revised course syllabus that sought to assure that all students would be exposed to the same types of materials while still giving instructors some flexibility. A second means of addressing the problem was to develop a student manual to accompany the COM 105 textbook, Adler and Rodman's "Understanding Human Communication." This 160-page student manual, essentially a study guide, was developed by two faculty members who had independently developed a number of student guides for their courses. The development of the study guides was predicated on the idea that the students did not understand the concept of reading the text material for retention. Merely providing instructional objectives does not improve test scores; students must be shown how to study. Those interested in using a similar study guide should consider the following recommendations: (1) make sure study guide items are used on tests and are applicable to the course and chapter objectives; and (2) stipulate in writing with the publisher who is responsible for which publishing tasks, i.e., who will proofread, paginate, etc. (Contains eight references, a basic course syllabus, and excerpts from the study guide.) (TB)

ED 384 918 CS 508 957

Shelton, Michael W.
Squad as Community--A Group Communication Perspective on the Debate Workplace.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Communication Research; Conflict Resolution; Cooperation; *Debate; Decision

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Computer Assisted Instruction; Higher Education; *Instructional Effectiveness; *Introductory Courses; *Public Speaking; Student Attitudes
IDENTIFIERS- Curriculum Implementation; Tutorial Mode; Underground Railroad

A study explained the manner in which a computer-assisted tutorial was built and assessed the utility of the courseware. The tutorial was designed to demonstrate the efficacy of good organization in informing the audience about a topic and provide appropriate models for the presentation of the well-organized informative speech. The topic of the half-hour tutorial was the Underground Railroad. One speech outline was arranged according to chronological order; another was arranged according to a topical pattern including motivation for and means of escape by fugitive slaves. The courseware was evaluated over a 2-semester period. In the first semester, students in two sections of a basic speaking course used the tutorial, and two sections did not. All 83 speeches were graded by the instructor and independent graders. In the second semester, students in four sections were randomly assigned to either treatment or control groups. All speeches were videotaped, and two graduate students teaching other public speaking sections graded the speeches. Results indicated that, overall, exposure to the courseware had no significant impact on outcomes related to giving an informative speech. Results also indicated that students enjoyed using the courseware and believed that they carried away important knowledge from their encounter with the tutorial. Findings suggest reconsidering the strategy of packing into a half-hour encounter with a computer an explication of the informative speech format. The paper concludes with the caveat that new technology is not a panacea, but a useful supplement in education, and that in domains such as public speaking, courseware cannot substitute for the experience of learning from the successful classroom teacher. (Contains 30 references and 2 tables of data. Seven sample computer screen images from the tutorial are attached.) (RS)

ED 384 936 CS 508 979

Croft, Blanton
The Informational Interview.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Communication Skills; Higher Education; *Interviews; *Introductory Courses; Job Search Methods; Simulation; Skill Development; *Speech Communication
IDENTIFIERS- Northern Virginia Community College

An instructional strategy, designed for any basic semester speech and/or communication course, helps students improve their informational interviewing skills. For the strategy to work smoothly, the following conditions should be met: an introductory required speech communication course; a predetermined and uniformly used amount of course content time slated for interpersonal communication; a basic course text used by all instructors with a specific text chapter on

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educationally Disadvantaged; Elementary School Students; *High Risk Students; *High Schools; Intermediate Grades; *Middle Schools; Program Effectiveness; Remedial Programs; Secondary Education; Secondary School Students; Self Efficacy; *Self Esteem
IDENTIFIERS- Middle School Students

This paper provides an extensive literature review concerning at-risk students and their needs, identifies the essential components necessary for effective at-risk programming, and describes successful at-risk programs and recommendations for administrators and teachers at the middle- and high-school levels. The literature review presents research findings on parenting styles, students' perceptions of change, school attendance, grade retention, and evaluation of programs for at-risk learners. Essential components of programs for at-risk students include a recognition of the importance of school climate, a comprehensive and balanced curriculum, an effective and caring staff, energetic and experienced teachers trained in various counseling skills, using a preventative and remedial approach to enhance the at-risk students' self-esteem, and an inclusive decision-making process. Appendices contain samples of various at-risk programs' objectives, activities, and curricula. (LMI)

ED 384 955 EA 026 822

Reyes, Pedro; Fuller, Edward J.
The Effects of Selected Elements of Communal Schools on Middle and High School Mathematics Achievement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Schools; *Institutional Characteristics; Intermediate Grades; *Mathematics Achievement; Middle Schools; *Norms; School Organization; School Restructuring; Secondary Education; Teacher Characteristics; *Teacher Expectations of Students; *Values
IDENTIFIERS- *Teacher Cooperation

Although current policy debate on school restructuring is centered on choice, empowerment, and professionalization issues, the effects of communally organized schools has received little attention. This paper postulates that student achievement, particularly in mathematics, is related to selected elements of communal schools (shared norms and values, teacher collaboration, and focus on student learning). The paper also assumes that the sense of community as indicated by these elements differs between middle schools and senior high schools. Supposedly, middle schools have a greater tendency than high schools to be organized communally rather than bureaucratically. Exploratory data analysis of survey data from a national sample of middle-school students and their mathematics teachers (the Longitudinal Study of American Youth) yields mixed results. Middle schools and high schools have similar organizational structures. Further, student achievement growth in middle schools is related to two critical elements of community: shared norms, values, and beliefs, as indicated by article, "Linking Teacher Change to Student Change," Victor Battistich and Daniel Solomon present tentative findings of a study that compared 12 program and 12 nonprogram schools. Findings suggest that participation in CDP improved students' liking for their schools and classes and resulted in increased academic engagement, positive interpersonal behaviors, and greater learning motivation. References accompany each article. Six figures and three tables are included. (LMI)

ED 384 975 EA 026 868

Robertson, Jan M.
Towards Leadership Praxis through Principals' Partnerships in New Zealand.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Critical Thinking; Educational Cooperation; Elementary Education; Foreign Countries; *Leadership Training; Management Development; *Peer Counseling; Peer Evaluation; Peer Relationship; *Principals; *Social Action; Theory Practice Relationship
IDENTIFIERS- *New Zealand

This paper presents findings from an action-research study of 12 New Zealand primary school principals working in partnership to develop their professional leadership. Since 1989, New Zealand schools have undergone extensive administrative reforms, resulting in increasing isolation among school leaders and a cult of managerialism. The action-research study sought to develop a theory of professional development for school leaders generally and to help the 12 principals understand and change their situations. The research design was based on the underlying principal of praxis. The principals observed each others' practices in their respective schools, gave feedback, conducted reflective interviews, and collaborated in planning and implementing action plans. Findings indicate that peer-assisted leadership development helped principals focus on their professional and school-development goals, reduced their feelings of isolation, and facilitated reflective thinking that led to proactive, transformative action and a realization of the wider picture of principals' practice in New Zealand. The program gave principals a feeling of united strength to deal with problems at regional and national levels. One peer relationship is described in detail to illustrate how reciprocal support developed into emancipatory actions at the school and national level. Contains 18 references and 1 figure. (LMI)

ED 384 976 EA 026 869

VanTassel-Baska, Joyce; And Others
Case Studies of Promising Change Schools.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Systems Approach; *Technological Advancement

One purpose of education is that of human-resource development--to provide society with the critical mass of intellectual capital and competent work forces. This paper presents an analysis of the emerging global context and school restructuring in industrialized nations. It also describes an evaluation conducted by the Education Committee of the Organisation for Economic Co-operation and Development (OECD) to illustrate the need to co-create competitive global city-states. The paper then discusses a world-class, full-service, caring and learning system and identifies innovative projects funded by the New American Schools Development Corporation. A proposal is made that the Greater Philadelphia Area City-state (GPAC) create a Leadership-Human Resources Development Academy as a form of third-wave re-engineering. Examples of strategic thinking that must occur if a region is to enjoy a better quality of life in the 21st century are presented. Educators must develop "new habits of heart and mind" and become third-wave transformational leaders. Numerous handouts are included. Contains approximately 75 references. (LMI)

ED 384 994 EA 026 895

Lausberg, Clement H.
Oregon School Finance Update.
PUB DATE- Apr 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assessed Valuation; *Budgets; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; Property Appraisal; *Property Taxes; Resource Allocation; School District Spending; *School Support; State Aid; *State Legislation; Tax Allocation; Tax Effort
IDENTIFIERS- *Oregon

The Oregon educational system confronts a set of legislative challenges similar to, yet different from, the rest of the nation. Like the rest of the nation, distrust of government runs high, politicians are wary of raising or restructuring taxes, the economy is expanding, and the November 1994 state election shook up the political leadership of the State. Unlike most other states, Oregon is implementing a property-tax limitation and continues to struggle with the problem of how to fund public education. This document presents an update of school-finance issues confronting the 1995-97 State Legislature, which include: (1) the impact of a statewide property-tax limitation on the state budget; (2) the move to a state-funded K-12 education system; (3) a new view of the state budget; (4) K-12 education's share of the budget; (5) state tax reduction; (6) equalization issues in the state school fund; (7) lottery funding; and (8) limits on assessed valuation growth. Three tables and a copy of the 1995-97 Governor's budget are included. (LMI)

ED 384 995 EA 026 896

Wallace, Mike
An Unseen Hand: The Mass Media and Education Policy.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-

discipline, and administration--to explore the ways in which caring was reinforced, neutralized, or opposed. Data were gathered through observations; interviews with 27 teachers, 4 administrators, and 8 staff members; document analysis; and a questionnaire. A potential danger is that the organizational goals for academic achievement and a caring culture may come into conflict when one is overemphasized to the detriment of the other. Findings indicate that although some messages countered caring at the school, they were outweighed by those messages that consistently reflected caring teachers, administrators, and support staff. Several social structures provided channels for caring, particularly teaming and the Success Period. Among the major factors that sustained the caring culture were individual teachers' acts and a fairly common language and set of values that supported caring. Obstacles included a new discipline code (which was fragmented and inconsistent), racial tensions, and resistance to outcomes-based education. Although a caring culture had been created and sustained at the school, it was neither consistent nor pervasive. A caring school culture is not just one that values concern for others, it is an effective culture that is able to draw its members together in a common effort to educate based on an ethic of caring. Contains 12 references. (LMI)

ED 385 012 EA 026 916

Cook, Bryan G.; And Others
Are Recent Reforms Effective for All Students?
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 95
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Environment; Educational Quality; Effective Schools Research; Inclusive Schools; Junior High Schools; *Mainstreaming; Normalization (Disabilities); Performance; Regression (Statistics); *Regular and Special Education Relationship; *School Effectiveness

This paper presents findings of research that examined the effects of two recent educational reforms--restructuring to produce effective schools and mainstreaming students with disabilities into general classes. Specifically, the relationship between general- and special-education achievement to school-environment quality indicators in 56 southern California schools was explored. Applying a theory of instructional tolerance that focuses on a microeconomic model of resource allocation, it was predicted that the school-level joint outcomes of general- and special-education achievement would diverge and relate differentially to indicators associated with greater school effectiveness. Data were obtained through a survey of 1,943 elementary teachers and 923 junior high teachers, an analysis of Basic Academic Skills Samples (BASS) test scores of special-education students, and an analysis of general-education students' California Assessment Program (CAP) scores. Results suggest that effective-schools research failed to produce unambiguous quality indicators nor descrintions of new technology. The data showed inverse relationships between changes in general- and special-education students' achievement in the sample schools, and inconsistent and differential relationships between school-

Playgrounds.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 95
NOTE- 15p.; In: The Oregon Conference Monograph 1995. Volume 7; see EC 304 046.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; *Behavior Problems; Elementary Education; *Interpersonal Competence; Intervention; *Playgrounds; *Program Development; Program Evaluation; Program Implementation; Self Evaluation (Individuals); *Self Management; Skill Development; Social Development

This paper offers six steps for developing and implementing a self-management program to improve children's social behaviors on the school playground. Introductory information provides a literature review of self-management strategies and programs. The self-management program recommended is divided into three broad phases encompassing assessment, intervention, and evaluation. The following six steps are detailed: (1) gather information about target behaviors and settings; (2) analyze the information; (3) teach specific interpersonal skills, if necessary; (4) select self-management strategies to teach (such as self-recording, self-evaluation, or self-graphing); (5) implement the self-management program; and (6) evaluate the program. Sample self-recording forms are included. Contains 61 references. (DB)

ED 385 030 EC 304 062

Raby, Sue Ellen
The Examination of the Link between Pesticides in Food and Learning Disorders in Children.
PUB DATE- 24 Apr 95
NOTE- 42p.; Master's Thesis, Dominican College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Attention Deficit Disorders; Child Health; *Etiology; Food Standards; *Hyperactivity; *Intervention; *Learning Problems; Neurology; Nutrition; *Pesticides; Public Health

The relationship between pesticides in food and the occurrence of attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD) in school age children is considered. Pesticides include chlorinated hydrocarbons and organic phosphates that are commonly present in fruits and vegetables, which are a large part of the diet of children. A literature review considers nutrition, pesticides, diagnosis of learning problems, links between pesticides and learning problems, and treatments for ADD and ADHD. The influence of diet on neurotransmitters is addressed. Medical research is cited that links damage to neurotransmitters in the brain's frontal lobes and ADD/ADHD. Evidence showing that pesticides can damage brain cells is also presented. Problems with the detection of pesticide residues in foods are acknowledged. The treatment of ADD/ADHD has commonly been to medicate the child with stimulant drugs that affect the body's neurotransmitter chemicals, as well as tricyclic antidepressants and

Education; Equal Education; *Federal Aid; Federal Legislation; Noncategorical Education; Regular and Special Education Relationship; *Special Education; *Special Needs Students
IDENTIFIERS- Goals 2000; Individuals with Disabilities Education Act

Issues related to blending or consolidating services and funding to better coordinate education for exceptional students are examined in the context of educational reform and the Goals 2000 initiative. Interviews were conducted with approximately 30 federal and state officials between May 1994 and February 1995, focusing on possible barriers in law or practice based on federal statutes, rules, and regulations dealing with fiscal policy. Section 1 provides an introduction to the study, including a discussion of method, organization, and definitions. Section 2 provides a brief review of the scholarly literature on federal programs for children with disabilities and other special learning needs. Although the focus is students with disabilities, attention is also directed to issues concerning program integration and coordination for all categorical education programs for students with special needs, including general education programs. Testimony presented at hearings on the reauthorization of the Individuals with Disabilities Education Act is also examined. In section 3, types of noncategorical aid are reviewed, with attention to research findings regarding the impact of these types of federal grants on recipients. Also considered is the role of special education in two federal initiatives, schoolwide programs of Title I of the Elementary and Secondary Education Act and the Goals 2000 initiative. Finally, section 4 provides a listing of key recommendations for finetuning special education under the Individuals with Disabilities Education Act (IDEA). Overall, a consensus was reported that special education reform should be and is integrally tied to changes occurring in the entire education system. Two appendices outline the study scope and methodology and offer a brief history of federal aid to education. (Contains 72 references.) (SW)

ED 385 050 EC 304 083

Sample Procedures for Special Education Services in Oregon School Districts. Second Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 401p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Confidentiality; *Disabilities; Disability Identification; Due Process; Educational Objectives; Elementary Secondary Education; Equal Education; Evaluation Methods; Federal Regulation; Individualized Education Programs; Mainstreaming; Parent Participation; Private Schools; *Program Implementation; School Districts; *Special Education; *State Standards; Student Evaluation; Student Placement; Teacher Education
IDENTIFIERS- *Oregon

This document is intended to help school districts in Oregon develop procedures for the operation of local special education programs. The guide is formatted to show legal requirements in

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agency Cooperation; Coordination; *Course Content; Curriculum; Educational Methods; *Emotional Disturbances; Family Involvement; Family Programs; *Inservice Education; Interdisciplinary Approach; *Interprofessional Relationship; Professional Continuing Education; *Professional Education; Program Content; Program Descriptions; *Teamwork

This study identified the content and educational methods of family-centered training programs designed to prepare professionals for interprofessional, interagency, and family-professional collaboration. Although the main focus was on training to improve services to families whose children have serious emotional disorders, the programs identified were drawn from the broad arena of training for family-centered practice in the human services. Fifty-one programs were studied, in two major groups: university preservice and professional education programs (n=25), and agency-based inservice and continuing education programs (n=26). An overview is presented of the training programs, including information about the design, planning, implementation, content, administration, and evaluation of training programs. Approximately three-fourths of the training programs surveyed had an interdisciplinary advisory group. This appears to be an important tool in developing and maintaining a collaborative focus. Findings suggest that interprofessional collaboration is seen as a special interest, rather than an essential part of the training for all professionals to provide family-centered services. A brief case study of each training program is included. Appended is a list of names, addresses, and telephone numbers for each program and brief program descriptions. (SW)

ED 385 069 EC 304 102

Mason, James L.; And Others
An Introduction to Cultural Competence Principles and Elements. An Annotated Bibliography.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- Apr 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Agency Role; Children; *Cultural Awareness; *Cultural Differences; *Cultural Pluralism; *Delivery Systems; *Emotional Disturbances; Ethnic Groups; Health Services; Human Services; Minority Groups; Models; Self Evaluation (Individuals)
IDENTIFIERS- Child and Adolescent Service System Program

This annotated bibliography focuses on principles of culturally competent systems of care for children and youth with serious emotional disabilities and their families. A primary concern is the application and comprehension of a cultural competence model developed by the Child and Adolescent Service System Program (CASSP). The CASSP model requires that behavioral and programmatic changes be manifested in professional and agency attitudes, practices, policies, or structures. The bibliography is divided into five sections that correspond to basic summarizes what the law says about parental rights in the areas of written consent, parent participation, educational evaluation, records, confidentiality of information, and due process. (DB)

ED 385 089 EC 304 123

Conference Abstracts and Resources. The American Occupational Therapy Association's Annual Conference and Exposition (Denver, Colorado, April 8-12, 1995).
PUB DATE- 95
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Proceedings (021)
DESCRIPTORS- Administration; *Assistive Devices (for Disabled); *Disabilities; Elementary Secondary Education; Gerontology; Mental Health; *Occupational Therapy; Older Adults; Pediatrics; *Physical Disabilities; *Rehabilitation; Technology
IDENTIFIERS- American Occupational Therapy Association

These abstracts of conference presentations are intended to serve as a record and reference of current clinical practice, program planning, and research ideas and results in the field of occupational therapy. Abstracts are grouped in the following categories: (1) preconference institutes; (2) general interest; (3) administration/management; (4) education; (5) gerontology; (6) mental health; (7) pediatrics; (8) physical disabilities; and (9) assistive technology labs. Samples of presentation topics include developing handwriting and manipulation skills in children, strategies for bridging children's cultural worlds, occupational therapy practice and education in Mexico, play of African-American and Nigerian preschool children, an ecological model of school-based occupational therapy, a videotape protocol for assessing pervasive multiple impairments, teaching critical thinking in orthotic education, strategies for better instruction in occupational therapy, an innovative approach to teaching assistive technology, and interactive multimedia computer-assisted instruction. (DB)

ED 385 090 EC 304 124

Beckers, Gerlinde G.; Carnes, Julia S.
Proof Positive...Inclusion Works. Topic Area: Learning Disabilities.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Inclusive Schools; Individualized Education Programs; Individualized Instruction; *Learning Disabilities; *Mild Disabilities; *Program Development; Program Effectiveness; Program Implementation; Regular and Special Education Relationship; *Rural Education; Teacher Attitudes; Teacher Role
IDENTIFIERS- Louisiana

This paper describes the successful implementation of an inclusion program which placed students with mild disabilities information is included on hardware configurations, classroom staffing, software usage, and instructional patterns. Information is also provided on 13 computer-based instructional tools, including their strengths and weaknesses for meeting the needs of non-English-speaking or limited-English-speaking adults with handicapping conditions. Appendices include: a literature review, the interview/observation log, information on learning problems of project participants, and other project results. (Contains 55 references.) (SW)

ED 385 107   EC 304 142

Case Studies of State-Wide Special Education Management Systems.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Apr 90
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Computer Oriented Programs; Decision Making; *Disabilities; Elementary Secondary Education; *Management Information Systems; Policy Formation; Program Development; Program Implementation; Public Schools; Reports; School Districts; *Special Education; *State Departments of Education; State Programs; *Statewide Planning

This report presents results of a study of five state and local computer-based special education management information systems (MISs). Descriptions are provided of the five MISs used for reporting and decision-making in special education, the planning and implementation processes used by the states and districts, and the general benefits that have been observed. A cross-site comparative analysis considers benefits in the areas of state education agency (SEA) desk audits, more accurate reporting, ad hoc reporting, special reports to local education agencies (LEAs), and individual education planning. The following planning and implementation variables are also compared for the five states: state financial incentives; state priority/mandate for MIS; SEA involvement of stakeholders in MIS planning, design, and implementation; involvement of special education and MIS specialists in joint design and pilot testing of the systems; and LEA implementation variables, including quality control over data entry. Steps that must be undertaken by state education agency officials for successful MIS implementation are outlined, and implications for state and local policymakers are addressed in depth using a question-and-answer format. (SW)

ED 385 108   EC 304 143

Tingey, Carol; Mortensen, Lance
A Longitudinal Follow-Up Study of 284 Adults Classified as Learning Disabled When They Were Second Graders. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 31 Mar 89
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Attendance; *Educational Attainment; Employment; Family Relationship; Followup Studies; High School

Communication; International Cooperation; *International Trade; *Language Role; Public Policy; Second Language Instruction; *Second Languages; Trend Analysis
IDENTIFIERS- *General Agreement on Tariffs and Trade; *North American Free Trade Agreement

Recent developments making more urgent the need for second language skills among the United States' population are examined. Specifically, a meeting of representatives of service professions and U.S. trade representatives concerning the ramifications of the North American Free Trade Agreement (NAFTA) and the General Agreement on Tariffs and Trade (GATT) for U.S. citizens is discussed. A major shift from provision of goods to provision of services is forecast, with substantial implications for language skills requirements on the part of U.S. citizens. It is suggested that currently, the effect of the trade agreements is to encourage importation of skills from abroad rather than exportation of skills overseas, because of imbalance in language skills; professionals from other countries commonly have English language skills, while American professionals do not have adequate foreign language skills. Advancement in information technology is seen to render this situation even more urgent. Language training at the school and higher education levels and public policy that is more supportive of international educational exchange are seen as essential in addressing this situation. (MSE)

ED 385 128 FL 023 117

Scholfield, Phil
Quantifying Language. A Researcher's and Teacher's Guide to Gathering Language Data and Reducing It to Figures.
PUB DATE- 95
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Collection; *Language Proficiency; *Language Skills; *Language Tests; Reliability; *Research Methodology; Scoring; *Statistical Analysis; Testing; Validity

This book is a guide to categorizing, measuring, testing, and assessing aspects of language, and is intended for language teachers, speech therapists and other language-related practitioners, and researchers, in conjunction with other resources on research methods and statistics. The first part is a discussion of basic terminology and the varied reasons for quantifying language. Part 2 focuses on methods of gathering data for quantification, particularly the selection of appropriate instruments and techniques. Four general data-gathering approaches are discussed: fully naturalistic; quasi-naturalistic interaction; opinion; and manipulation. Suggestions are made for optimizing naturalness in the data-gathering phase. The importance of referencing is also addressed here. A range of issues in scoring, counting, and scale types are examined in Part 3. In Part 4, questions of quality, reliability, and validity are explored. Contains 13 references. (MSE)

ED 385 129 FL 023 118

Extra, Guus, Ed.; Verhoeven, Ludo, Ed.
Immigrant Languages in Europe.

Acquisition; *Language Processing; Language Research; Learning Processes; Linguistic Theory; *Nonverbal Communication; Primatology; Sign Language; *Visual Stimuli

The debate over whether primates can be taught visual language is examined, and evidence of use of nonverbal language in primate studies is compared with the language criteria of a number of linguistic researchers. Background information on language, visual language (including sign language), and the parameters of the studies is offered, including oral and human language criteria, conception of grammar, and use of word symbols (chip symbology). The performance of four apes in different studies, using different methods to teach visual language, is then examined in terms of these parameters. It is concluded that the apes can mentally manipulate abstract concepts that have been defined by means of an arbitrary code, and that this manipulation involves mentally scanning a set of symbols and cognitively selecting one on the basis of its specific linguistic context. Ape results proved to be linguistically coded and expressed, establishing true linguistic comprehensive production. Despite the fact that the ape linguistic abilities were far below the level of adult communication, the apes did spontaneously create word order units and combine familiar terms into new ones. It is concluded that based on these results, apes possess inherent rudimentary language potential. (MSE)

ED 385 149 FL 023 147

Bickford, J. Albert, Ed.
Work Papers of the Summer Institute of Linguistics: University of North Dakota Session, Volume 39.
PUB DATE- 95
NOTE- 144p.; For individual papers, see FL 023 148-151.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Foreign Countries; *Grammar; *Indexes; Phonology; Pronouns; Sign Language; Syllables; Uncommonly Taught Languages
IDENTIFIERS- Brazil; Mexico; Papua New Guinea (North Solomons); Papuan Languages; Peru; *Summer Institute of Linguistics; Zapotec

This volume contains an index to volumes 18-38 (1974-1994) of the "Work Papers of the Summer Institute of Linguistics" (Stephen A. Marlett and J. Albert Bickford) as well as the following 1995 papers: "Laryngeal Licensing and Syllable Well-formedness in Quiengolani Zapotec" (Cherly A. Black); "A Grammar Sketch of the Kaki Ae Language" (John M. Clifton); "Pronouns in Mexican Sign Language" (Marilyn Plumlee); and "Madija Predicates" (Pamela S. Wright). Each article contains references. (NAV)

ED 385 150 FL 023 148

Black, Cheryl A.
Laryngeal Licensing and Syllable Well-formedness in Quiegolani Zapotec.
PUB DATE- 95
NOTE- 23p.; In: Work Papers of the Summer Institute of Linguistics: University of North Dakota Session, Volume 39; see FL 023 147.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Phonology; Suprasegmentals; *Syllables; Syntax; Uncommonly Taught Languages

Challenges in the Workplace, in the Open Campus Program at Deakin University. It contains five essays about literacies in the workplace. The "Introduction" (Mike Brown) discusses the following topics: literacies in the workplace: competing discourses in TAFE curriculum; the competency agenda; planning and competency-based training (CBT); reviewing a self-paced professional development package on CBT; flexible learning; and discourses for a democratic curriculum. The essay "Literacies, Workplaces and the Demands of New Times" (Allan Levett, Colin Lankshear) develops the case that workplace literacy is a distinctive facet of adult literacy which in turn is part of lifelong education. The following topics are examined in "Fears, Fantasies and Futures in Workers' Literacy" (Peter O'Connor): developing a critical theory of workers' education, the context for workers' literacy, individual skills for individual problems, neo-Fordism and the Shamrock theory, economic rationalism, and a critical workers literacy. "Language Learning and the New Industry Context: Issues of Language and Power" (Crina Virgona) addresses the following: English language teaching practice, language theory as a corollary to teaching practice, Fairclough's approach and the relationship between language and power, and industrial cultures and their training implications. The following topics are discussed in "'Just Like Farmland and Goldmines': Workplace Literacies in an Era of Long-Term Unemployment" (Rosie Wickert, Mike Baynham): the context for workplace literacies in new times, the theoretical underpinnings of the "new literacy studies," and investigations of literacy practices in context. All five essays contain bibliographies. (MN)

keys to successful programs; credentials earned through the program; and related resource materials. Throughout the guide, special attention is given to Michigan work-based learning programs and related resource materials and resource organizations. Contains 21 references and a glossary. (MN)

ED 384 726   CE 069 331

A Guide to Work-Based Learning Programs: Part III--Connecting Activities. First Edition.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Office of Career and Technical Education.
PUB DATE- 95
NOTE- 144p.; For parts I-II, see CE 069 329-330.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Education; Coordination; Credentials; Educational Benefits; Educational Legislation; Educational Objectives; *Education Work Relationship; Federal Legislation; *Instructor Coordinators; Outcomes of Education; Program Guides; Program Implementation; Records (Forms); School Business Relationship; Secondary Education; State Legislation; Statewide Planning; Student Placement; Success; *Teacher Role; Technical Assistance; *Transitional Programs; Two Year Colleges; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Michigan; School to Work Opportunities Act 1994

This guide, which is one of three guides designed to provide state and local leaders, policymakers, practitioners, and other stakeholders with information about the work-based learning component of the School to Work Opportunities Act, deals with connecting activities performed by school-to-work coordinators. The introduction traces the history of school-to-work initiatives, lists components of successful programs, and explains the guide's purpose and use. Discussed in the remainder of the guide are the following duties of school-to-work coordinators: perform coordination activities, perform liaison activities, provide technical assistance, provide placement assistance, and perform program follow-up activities. Each chapter includes the following: overview of the activities included in the duty area, description of each of the specific tasks included in the duty area, and a list of pertinent resources. Throughout the guide, special attention is given to Michigan work-based learning programs, resource materials, and resource organizations. Included in the 13 appendixes are a list of duties and tasks of school-to-work coordinators, promotional brochures, and the following forms: job change, coordination visitation report, attendance and time verification, training agreement, training plan, evaluation and rating, school schedule change, program policy, job interview, program application, and monthly and annual report. Contains 40 references and a glossary. (MN)

ED 384 744 CE 069 381

Philippi, Jorie W.

Building Essential Skills for the Ohio Building and Construction Industry. Workplace Literacy Demonstration Project. External Evaluation. Final Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- Jul 95

NOTE- 234p.; For a related final report, see CE 069 380.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Construction Industry; Cooperative Planning; Curriculum Development; Delivery Systems; *Demonstration Programs; *Literacy Education; Outcomes of Education; Partnerships in Education; Program Development; *Program Effectiveness; School Business Relationship; *Statewide Planning; Student Attitudes; Teacher Attitudes; Unions

IDENTIFIERS- *Ohio; *Workplace Literacy

The Center on Education and Training for Employment at the Ohio State University worked in partnership with the Ohio State Building and Construction Trades Council to develop and deliver customized workplace literacy services for local union members in six major Ohio cities (Columbus, Cleveland, Cincinnati, Toledo, Dayton, and Akron). A third-party evaluator was hired to determine the extent to which the project goals and objectives had been accomplished. A modified version of the Context-Input-Process-Product model was used to evaluate the program through interviews of program participants and staff, observations of instructional sessions and staff meetings, and a review of project materials. It was concluded that the project provided approximately 360 participants' with the job-specific basic skills required to be able to participate successfully in union-sponsored technical skills enhancement training courses. Recommendations included more rigorous and comprehensive preservice instructor training and allocation of more staff time to communication and monitoring or all project activities. (Appendixes constituting approximately 75% of this document contain the following: pre- and postassessment data analysis, participant data, copies of interim reports to the project director, sample literacy task analyses, and sample curricula.) (MN)

and demonstration programs in Hawaii, Kentucky, New York, and Tennessee are profiled. Each profile includes the following: discussion of program's vision, list of program highlights to date, and contact person. Lessons learned from the demonstrations are summarized, and steps in moving forward from "patchwork quilt" accountability efforts to high quality accountability systems are outlined. (MN)

ED 384 764 CE 069 443

Ford, Laurie Howton
Providing Employment Support for People with Long-Term Mental Illness. Choices, Resources, and Practical Strategies.
PUB DATE- 95
NOTE- 327p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Employer Employee Relationship; Employment Potential; Job Development; Job Placement; *Job Search Methods; *Job Skills; *Mental Disorders; Normalization (Disabilities); *Supported Employment; Vocational Rehabilitation

Designed for professionals in the field of mental illness and staff involved in providing on-the-job support for persons with mental illness, this book provides an overview of employment issues relevant to such workers. The 23 chapters of the book are organized in 5 sections. The first two sections provide background information about the clients served and the systems that serve them. The third section addresses these topics: client screening and assessment; career development, teaching job seeking skills, job clubs, job development, and choosing and building the right job. The fourth section focuses on issues that arise after employment, including: learning the job; behavior management and self-management; and natural supports, integration, and social skills. The final section addresses long-term issues, such as routine follow-up, troubleshooting and crisis intervention, and dealing with job loss. Case studies and reproducible checklists are used throughout the book. Contains 193 references. (KC) and contains brief descriptions of 12 relevant projects. Appendixes include a glossary, the questionnaire used to gather information, and summary of questionnaire responses. (YLB)

ED 384 783 CE 069 470

Moraitis, Peter; McCormack, Rob
Public Literacy: A Curriculum for Adult Basic Education.
PUB DATE- 95
NOTE- 320p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Curriculum Guides; *Debate; Foreign Countries; Instructional Innovation; Instructional Materials; Learning Activities; Letters (Correspondence); *Literacy Education; *Persuasive Discourse; *Public Speaking; Writing (Composition)
IDENTIFIERS- Australia; *Letters to the Editor

This curriculum guide for a public literacy course uses letters to the editor as a way of introducing adult literacy and basic education students to public debate. It consists of three parts. Part 1 is an introduction that provides background, describes how to analyze letters, and details the course structure. Part 2 is a comprehensive teacher's guide. The curriculum is divided into three stages. The first stage familiarizes students with letters to the editor and presents them as examples of public discourse. It starts with problems and solutions and then shows that what is a problem or a solution depends on the angle from which it is viewed. It then points out that point of view is determined by a number of general values. The second stage introduces the idea that public discourse is argumentative. It covers these ideas: argument, rationality, and rhetorical structures for argument. The third stage shows that traditions are the source for the reasoning that occurs in argument. It introduces the main traditions: conservatism, liberalism, socialism, and scientific management. Each of the 21 themes or sections consists of teaching notes, transparency masters, student activities, other possibilities, and homework. Part 3 contains sample letters categorized as follows: those that raise problems, respond to a policy, support other letters, reject other letters, or are grouped around traditions. Each letter is presented in a one-page format with a section for student notes at the bottom. (YLB) selection, student throughput, staff qualifications, and staff satisfaction. Plans were then formulated to collect baseline data about each of the identified areas through a series of end-of-semester telephone interviews with staff and mail surveys of current students. (MN)

ED 384 802 CE 069 511

The 1995 Agenda for the National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; Accountability; Conferences; Curriculum Development; Educational Economics; Educational Policy; Educational Practices; Educational Research; *Information Dissemination; Material Development; *Organizational Objectives; Outreach Programs; Professional Development; Program Administration; Program Evaluation; *Research and Development; *Research and Development Centers; Research Projects; Research Proposals; Resource Materials; Student Evaluation; Teaching Methods; *Technical Assistance; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *National Center for Research Vocational Education

This document outlines the National Center for Research Vocational Education's 1995 agenda. The agenda is divided into two parts. Part 1 summarizes the center's plans for research and development activities on the following six themes: the economic context of vocational education (VE); institutions, "systems," governance, and policy; effective curriculum development and teaching practices; students; personnel; and accountability and assessment. First, recent developments related to each theme and premises of the agenda for each theme are discussed. Next, project proposals are presented for each theme area. Each proposal contains the following: theme area; project title; project director; key words; and brief project description (including project purpose, first-year goals and activities, intended products, primary audience, and/or avenues for dissemination). Part 2 summarizes the center's plans regarding the following dissemination and training activities: development/implementation of dissemination and professional outreach programs, establishment of an office of student services, publication of research syntheses under the title "CenterFocus," presentation of a skills standard conference, development of a practitioner guide to new curricula and teaching on education for work, and provision of technical assistance to the Vocational Education Consortium of the Southern Regional Education Board. (MN)

Occupations; Housing; Interior Design; *Learning Activities; Lesson Plans; Problem Solving; Secondary Education; State Curriculum Guides; Teaching Methods; Thinking Skills
IDENTIFIERS- Illinois

This curriculum guide, which was designed for an exploration/orientation course in home economics aimed at encouraging and developing personal creativity, contains the following materials: a course description, course objectives, background information for instructors, curriculum guide interpretation, an abbreviated course outline, a detailed content outline, a bibliography listing 56 references for teachers and students, and a variety of teaching activities. The course outline identifies the major topics, and the more detailed content outline serves as a basis for creating the curriculum, developing lesson plans, and interpreting through the learning activities. The teaching activities develop specific portions of the content outline. Each activity includes these sections: a teacher's page with student objectives, materials needed, directions, evaluation, Future Homemakers of America-Home Economics Related Organization correlation, teacher notes, and the Illinois State Goals for Learning that are incorporated. Supportive materials such as worksheets and transparency masters are included for some of the activities. The creative life skills course teacher/activities covers the following topics: creativity, creative thinking, design concepts, housing and interiors, food preparation, hospitality and management, human development, futuristic design, and global awareness. (KC)

ED 384 840 CG 026 309

Frazer, Danica

Changing Agency Policy and Practice To Support the Inclusion of Gays and Lesbians as Therapeutic Foster Parents.

PUB DATE- 94
NOTE- 207p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Change Strategies; Child Caregivers; Children; Child Welfare; Elementary Secondary Education; Foreign Countries; *Foster Care; Foster Family; *Homosexuality; Lesbianism; *Organizational Change; *Placement; *Policy Analysis; Policy Formation
IDENTIFIERS- Alberta; *Placement (Foster Care)

This practicum targeted a multi-service child and youth care agency in which lesbian women and gay men were implicitly excluded from serving as therapeutic foster parents. The setting in which the practicum project was developed, implemented, and evaluated is a not-for-profit, provincially chartered, and publicly-funded organization, headquartered in Edmonton, Alberta (Canada). The practicum was designed and implemented to advance the acceptance of gays and lesbians as therapeutic foster parents within the agency. The strategy included developing and obtaining formal approval of amendments to existing agency policies on status/conditions of employment and human rights, and organizing and obtaining consensus on both a proposed operational statement regarding the approval of gays and lesbians as therapeutic foster parents, and on changes to the existing materials used in the recruitment and selection of therapeutic foster parents. The results of this strategy were mixed. While consensus was obtained on adopting the proposed changes to existing recruitment and selection materials, no consensus was reached on employing the proposed operational statement on the approval of gays and lesbians as therapeutic foster parents. Implications to these outcomes are discussed and recommendations are offered. Appendices include interview and questionnaire formats, existing and revised policies, operational statements, recruitment and selection materials, presentation materials, and meeting minutes. (RJM)

ED 384 862 CS 012 213

Hennigh, Kathleen Anne
Understanding Dyslexia: Professional's Guide.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Class Activities; *Dyslexia; Elementary Education; Language Arts; *Parent Role; *Reading Difficulties; *Reading Processes; Reading Skills; Remedial Reading; *Teacher Role; Teaching Methods
IDENTIFIERS- Content Area Teaching; *Reading Behavior; Reading Management

Pointing out that the label of dyslexia carries an acute stigma of mental incompetence (and the researcher/author is herself dyslexic), this booklet intends to provide educators and parents with a frame of reference regarding the topic of dyslexia. Defining dyslexia broadly as "characterized by a consistent difficulty with processing phonological information," the book first discusses some of the ways in which dyslexia operates, how a diagnosis can be made in the classroom, causes of dyslexia, and the necessity of referring the child for testing with a reading specialist if consistent dyslexic reading patterns are noted. Chapter 2 presents a history of dyslexia and proposes a working definition of the term followed by chapters 3 and 4 directed to the parents of the dyslexic child and to the teacher of the dyslexic child. Next chapters 5-8 discuss fundamental reading skills, classroom methods for teaching language arts, classroom methods for teaching content areas, and methods for handling group work. The book concludes with a methodology of assessing the performance and progression of dyslexic students. References and a list of professional organizations which specialize in understanding dyslexia are attached. (NKA)

NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College English; *Community Colleges; *Instructional Effectiveness; Rhetoric; School Surveys; Teacher Education; *Teacher Effectiveness; Teaching Methods; Teaching Styles; Two Year Colleges; *Writing Instruction
IDENTIFIERS- Composition Theory; Teacher Surveys; *Washington

To determine what traits characterize instructors who enjoy the greatest success in teaching composition to community college students, a questionnaire was sent to 17 community colleges throughout Washington State. Chairpersons were asked to give the questionnaire to those instructors they considered most effective in teaching freshman composition courses; 38 surveys were returned representing 14 community colleges. In the survey, questions 1-4 solicited information about each instructor's educational and professional background; question 5 asked instructors to characterize an effective composition instructor; questions 6-11 asked how instructors identify and help students with various backgrounds, abilities and motivations; questions 12-15 solicited responses concerning factors that promote and hinder student success; and question 16 allowed instructors to add additional insights not covered in their responses. The survey revealed that many instructors bring both secondary and university-level teaching experience to their community college teaching. Furthermore, since respondents averaged 12.8 years of community college teaching experience, their responses reflect significant years "in the system." Significantly, the majority of community college composition instructors (60%) felt poorly prepared by their undergraduate and graduate studies to teach college composition. Few had courses that specifically addressed how composition should be taught. Most instructors believe that for a composition instructor to be effective he or she must have a superb knowledge base and a deep commitment to the importance of teaching writing. Instructors recognized distinct differences between students that succeed and students who are at-risk. The survey instrument is included. (TB) searching for the common center. The book also focuses on student development of critical thinking to re-examine familiar ideas and to take a serious look at issues. Chapter themes in the book center around these issues: (1) exploring the diverse settings of American lives; (2) reassessing the immigrant experience; (3) rereading the contested history of the United States; (4) hearing the unheard voices; (5) relating gender and race to the search for identity; (6) searching for role models; (7) probing how language shapes reality; (8) thinking about living at risk in a divided world; (9) watching the media mold social and cultural attitudes; (10) seeking alternative cultural perspectives on the environment; and (11) confronting Utopian and dystopian visions of the future. A writing workshop follows each chapter in the book, with guidelines and activities in each workshop focused on a major writing or thinking strategy. The essays in each chapter are also followed by a short poem and a short story or a one-act play. (NKA)

Making; *Group Dynamics; Higher Education; Leadership; Peer Groups
IDENTIFIERS- *Research Suggestions; *Small Group Communication

Virtually everyone involved with forensics has, at one time or another, seen or heard references to debate teams or squads as "groups." Many questions concerning the label "group," however, exist. A brief examination of definitions of the term group by scholars in the field of small group communication confirms that T. M. Newcomb's observation still holds true--the term group is difficult to define. Criteria that are given attention in analyses of groups are group size, amount of interaction, whether the group defines itself as a group and whether outsiders see it as a group, whether the members share common interests and norms, whether members participate in interrelated roles, whether they are interdependent, whether they share an identity with each other, and whether the members find the group rewarding. A review of the literature, in other words, suggests most definitely that debate teams are groups, which raises a number of research possibilities. For instance, an empirical investigation of the decision-making processes employed by debate groups might provide useful information for debaters, coaches and program directors. Also, research on debate groups might reveal efficient mechanisms for resolving disputes regarding case construction, argument development and so forth. Research, finally, might also look into how leaders lead in a debate group. (Contains 43 references.) (TB) interviewing; audiovisual support; and local availability of a variety of business, professional, governmental, and scientific workers to be interviewed. Videotaping all basic course students while interviewing each other is often an impossible task given the logistics of large numbers of students and limited video equipment. In the strategy, each student conducts three out-of-class interviews with persons currently occupying positions to similar to the one they expect to hold one to five years after graduation. During these interviews, students explore communication demands, skills and problems as related to their chosen career and probe general career duties and responsibilities. Students set up the meeting time, date, and place. Following the interviews, students organize the information into a 5-10 page critical analysis paper, with priority given to the content on communication skills in the workplace. The strategy has been used for 5 years at Northern Virginia Community College and continues to be refined. (A part of the critical aspect of a nursing student's paper and six notes are included.) (RS)

teacher commitment; and focus on student learning, as indicated by teacher expectations. Similarly, student achievement in high school appears to be related to teacher commitment, collaboration, and focus on students. An appendix describing variables, and four statistical tables are attached. Contains 49 references. (MLH)

ED 384 956   EA 026 823

Lynn, Leon
Bibliography on School Restructuring, 1995.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 48p.; For the 1993 bibliography, see ED 356 570.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accountability; Agency Cooperation; *Curriculum Development; Educational Policy; Elementary Secondary Education; *Governance; *Grouping (Instructional Purposes); *Professional Development; School Based Management; *School Community Relationship; *School Restructuring; Social Services; Student Evaluation; Teaching Conditions
IDENTIFIERS- *Student Engagement

This bibliography provides a recommended list of research and theoretical literature on school restructuring. Selected for practitioners, policy makers, and researchers, the literature is organized into five areas. Part I, "General References on School Restructuring," has sections on proposals for school reform (42 references); how schools work (33 references); and the change process (50 references). Part II, "Student Experiences," contains sections on curricular and instructional reform (58 references); methods of grouping students (25 references); student engagement (13 references); and assessment reform (43 references). Part III, "Professional Life of Teachers," contains sections on analyzing teachers' work life (26 references) and proposals for enhancing the teaching profession (22 references). Part IV, "School Governance," has sections covering policy issues and new accountability structures (39 references); school-site management (21 references); leadership (13 references); and school climate and culture (27 references). Part V, "Collaboration between Schools and Community," contains sections on policy issues (11 references); coordination of social services for children (8 references); business and school partnerships (5 references); and parent involvement (14 references). These topics reflect specific research projects conducted at the Center on Organization and Restructuring of Schools, in Madison, Wisconsin. An author/editor index is provided. (MLH)

(150),Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Curriculum Development; *Educational Change; Effective Schools Research; Elementary Secondary Education; Instructional Improvement; Models; *School Effectiveness; *School Restructuring

This paper contains findings of a study that investigated the extent to which three schools nationally recognized for their change efforts could provide evidence of systemic change. The conceptual framework was developed from the following sources: (1) the effective-schools movement; (2) structural reform; (3) the middle-school movement; (4) curriculum, instruction, and assessment reform efforts; and (5) the literature on special-needs populations. Data were obtained from interviews with the principals, school district personnel, teachers, students, and parents; classroom observation; and document analysis. Findings indicate that structural change efforts received the most focus in the three schools. Despite engagement with the authentic-assessment movement, there was little change in curriculum and assessment practices. Finally, the schools clearly communicated their visions. A conclusion is that changing a school's philosophy and/or mission is only one step toward systemic change. Until change moves from the school-level structural arena to the classroom-level arena of curriculum and instruction, reform will continue to be piecemeal rather than systemic. One figure and a copy of the interview protocol are included. (LMI)

22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Agenda Setting; Economic Impact; *Educational Policy; Elementary Secondary Education; Foreign Countries; Government School Relationship; Ideology; *Mass Media; *Mass Media Role; *Policy Formation; *Politics of Education; Power Structure; Press Opinion
IDENTIFIERS- *Great Britain

This paper examines the role of mass media in the British education policy process, in particular, how the mass media steer education policy and inhibit certain issues from becoming the subject of policy. The paper describes how media professionals comprise an interest group competing with others to affect education policy; how they and other interest groups interact within the policy process; and how the discourse of media output supports the struggle between political ideologies. In particular, the conservative bias of the media inhibits the search for radical alternatives to the present range of education policies. The discussion is supplemented with findings from ongoing exploratory research funded by the Leverhulme Trust. Data were gathered from interviews with media professionals and representatives of other groups concerned with educational policy and the media, content analysis of media outputs during 1994, and a case study of a recent progressive debate in Great Britain. A conclusion is that although media professionals enjoy a considerable degree of autonomy, they are constrained by dependence on other interest groups and institutions. Media output and its underlying conservative ideology are shaped by editorial policy reflecting the media ownership by a small number of multinational conglomerates, by the state-imposed legal framework, by journalistic norms for relatively pleasant new stories, and by the need to entertain a mass audience in order to secure income. There is little evidence to support a conspiracy theory among media professionals, government officials, or business leaders to tightly control the education debate and policy. Rather, the relationship itself--of relative autonomy among the media, education, the state, and the economy--appears to be the unseen hand that guides interaction among interest groups, resulting in a media contribution that is critical within limits, but also fundamentally conservative. Two figures are included. Contains 14 references. (LMI)

environment quality indicators and the achievement change of the two groups of students. Additional resources and/or new instructional technologies are needed if general- and special-needs students are to be merged. Two figures and five tables are included. Contains 71 references. (LMI)

ED 385 013 EA 026 917

Kirby, Peggy C.; Meza, James, Jr.
Coaching versus Direct Service Models for University Training to Accelerated Schools.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Inclusive Schools; *Interprofessional Relationship; Mainstreaming; *Organizational Climate; *Partnerships in Education; *Power Structure; Role Conflict; Teacher Role
IDENTIFIERS- *Accelerated Schools; *Louisiana Accelerated Schools Network

This paper examines the changing roles and relationships of schools, central offices, and university facilitators at 11 schools that implemented the nationally recognized Accelerated Schools process. The schools joined the Louisiana Accelerated Schools Network in the summer of 1994. The paper begins with an overview of the Accelerated Schools philosophy and process. It then details the history of the Louisiana Satellite Center, including a description of the original direct-service training model. Roles and responsibilities under the coaching model are described and a comparison of the two approaches is made. Data were collected from interviews with and surveys of 19 coaches. Findings indicate that in spite of the barriers identified by some coaches, the coaching model was very successful, largely due to the distribution of power across multiple roles. Securing commitment from teachers may be most easily accomplished by choosing coaches who are themselves respected teachers. Visible university facilitators and supportive principals also play key roles. It is recommended that coaches and project staff realistically assess the political climate of the school and district and develop a plan to gain commitment from actors at each level. Two figures are included. Contains 20 references. (LMI)

tranquilizers. Dietary treatment, behavior modification, and stress reduction therapies may be additional treatment options. Additional questions and implications regarding pesticide use and ADD/ADHD are posed. (Contains 30 references.) (SW)

ED 385 031 EC 304 064

Special Educational Needs Tribunal: How To Appeal.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Due Process; Educational Policy; Elementary Secondary Education; Foreign Countries; Hearings; *Parent Rights; Parent School Relationship; Special Education; *Student Needs
IDENTIFIERS- *United Kingdom

The appeal process to the Special Educational Needs Tribunal in the United Kingdom is explained for parents who disagree with decisions of Local Education Authorities (LEAs) about a child's special educational needs. Conditions under which an appeal can be made to the Tribunal are identified, as are issues not appropriate for the Tribunal. The guide includes information on the following: sources of advice, time limits to appeal, documents needed, what happens when the appeal is received, dealing with responses from the LEAs, who hears the case, attending the hearing, legal representation and witnesses, appeals against the Tribunal's decision, and expenses that can be claimed. A timetable is provided that identifies the number of working days each action takes from the time of making an appeal to getting the Tribunal's decision. Definitions of terms are also provided, along with a list of free publications, a directory of organizations, and a form for submitting an appeal to the Tribunal. (SW) the left column of each page with sample procedures in the right column. The sample procedures are not required and are intended to work in conjunction with the Local Education Agency Comprehensive Application (the formal presentation of the district's policies and operating procedures for special education required by federal regulations). The document addresses the following 13 areas: (1) child identification; (2) confidentiality; (3) full educational opportunity goal; (4) comprehensive system of personnel development; (5) parent involvement; (6) participation in regular education; (7) individual education program; (8) procedural safeguards; (9) evaluation procedures; (10) private schools; (11) free appropriate public education; (12) application available to the public; and (13) nondiscrimination. Two appendices provide similar sample procedures for the areas of related services and discipline. A glossary completes the document. (DB) principles of the model: self-assessing one's own cultural behavior, understanding the dynamics of difference, valuing diversity, adapting to diversity, and incorporating cultural knowledge. For each journal article, book, or monograph listed, an abstract and bibliographic documentation are provided, along with information on applicable principles of the model, the target population or audience, and applicable disciplines. (SW)

ED 385 070 EC 304 103

Alper, Sandra; And Others
Inclusion: Are We Abandoning or Helping Students? Roadmaps to Success: The Practicing Administrator's Leadership Series.
PUB DATE- 95
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Behavior Problems; *Classroom Techniques; Compliance (Legal); Curriculum Development; *Disabilities; Educational Change; Educational Methods; *Educational Principles; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Principals; Program Development; *Regular and Special Education Relationship; Staff Role; Student Evaluation

This text, intended for school principals and others, provides an overview of the inclusion movement. Chapter 1, "The Context: How Far Have We Come and Where Are We Going?" (Patrick J. Schloss) provides the historical and legal context in which the concept of inclusion evolved. Key terms are defined, and the benefits of inclusion for students with and without disabilities are explained. Chapter 2, "Roles and Responsibilities of Inclusive Teams," (Christine A. Macfarlane) emphasizes the critical importance of collaboration between general and special educators, and explains how team members representing different disciplines can work together and share ownership of the educational program. Chapter 3, "Individuals with Mild Disabilities: Implementing Sound Practices," (Susan K. Etscheidt) addresses ways in which the needs of students with mild disabilities may be met in a regular classroom. Strategies that may be used to deal with inappropriate behaviors in the classroom are emphasized and practical strategies for student assessment, curriculum modification, and instruction are offered. Chapter 4, "Individuals with Severe Disabilities: Inclusion Practices That Work," (Sandra Alper) discusses characteristics of students with severe disabilities, methods of assessment, curriculum modifications, instructional strategies, transition into inclusive settings, and technological aids. A 23-item annotated bibliography concludes the book. (Contains 45 references.) (DB)

in regular education classes in a rural Louisiana school system. A unique quality of this program is that it utilized only existing staff. Advantages and disadvantages of such a program and the seven-step program development and implementation process are itemized. A brief teacher survey to determine attitudes toward students with disabilities is included. Also outlined are criteria for student selection; criteria for student performance; an example of an individualized education program (IEP) objective; an example of an IEP goal; and job responsibilities of the special education teacher, the paraprofessional, and the general education teacher. The program has served 17 students in its first year of operation. Substantial academic and social progress was observed by the end of the school year, parental support had increased, and more general education teachers wanted to be involved in the inclusion program. An attached form identifies both mandated and recommended instructional modifications. Also attached is a handbook of instructional modifications used in the program. Modifications address assignments, content, tests, instructional activities for different learning styles, alternatives to written reports, alternative approaches to student grading, notebook organization, color-coding textbooks and assignments, and peer tutors. (Contains 10 references.) (DB)

Graduates; Incidence; Independent Living; *Learning Disabilities; *Life Satisfaction; Marital Status; Postsecondary Education; Quality of Life; *Student Experience; *Vocational Followup; Young Adults

A follow-up study was undertaken of 284 adults who were diagnosed as learning disabled during second grade in 1968. At the time of follow up, the sample was 26 to 27 years old; 91 of these individuals were located by telephone and 4 were contacted by mail. The follow-up study used a questionnaire to determine participants' current status in five major areas, including work, marital status, independent functioning, placement in the community, and relationships with their families. Parents were also interviewed. Results indicate that the adults previously identified as learning disabled had higher high school graduation rates and college and trade school attendance rates than did a national sample of U.S. adults. Specifically, 83 percent graduated from high school and 51 percent went to college, while 25 percent attended trade school. In addition, 83 percent were employed, and 67 percent were married. In general, these young adults viewed their school experience in a positive light and were generally content with their position in life. Appendices include the student and parent questionnaires. (SW)

PUB DATE- 93

NOTE- 332p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)

DESCRIPTORS- Arabic; Bilingualism; Code Switching (Language); Ethnic Groups; Finnish; Foreign Countries; *Immigrants; *Language Maintenance; *Language Patterns; Language Research; *Languages; *Linguistic Borrowing; Linguistic Theory; *Minority Groups; Parent Attitudes; Second Language Learning; Serbocroatian; Turkish; Uncommonly Taught Languages

IDENTIFIERS- Asians; *Europe; Germany; Netherlands; Romany; Scandinavia; Sweden; United Kingdom

Papers from a 1990 Dutch colloquium on immigrant language varieties in Europe are presented in four categories: (1) use of immigrant language varieties in Europe; (2) first language acquisition in a second language context; (3) code-switching; and (4) language maintenance and loss. Papers include: "Sweden Finnish" (Jarmo Lainio); "South Asian Languages in Britain" (Safder Alladina); "A Bilingual Perspective on Turkish and Moroccan Children and Adults in the Netherlands" (Guus Extra, Ludo Verhoeven); "Croatian or Serbian as a Diaspora Language in Western Europe" (Andrina Pavlinic); "Turkish Language Development in Germany" (Carol Pfaff); "Turkish Language Development in the Netherlands" (Anneli Schaufeli); "Summative Assessment of Ethnic Group Language Proficiency" (Jeroen Aarssen, Jan Jaap de Ruiter, Ludo Verhoeven); "Parental Attitudes towards Child Bilingualism in the Nordic Countries" (Sirkku Latomaa); "Code-Copying in Immigrant Turkish" (Lars Johanson); "Turkish-Dutch Code-Switching and the Frame-Process Model" (Ad Backus); "Code-switching and Borrowing in an Arabic-Dutch Context" (Jacomine Nortier); "Finns and Americans in Sweden: Patterns of Linguistic Incorporation from Swedish" (Paula Andersson); "Immigrant Minority Languages and Education in Sweden" (Sally Boyd); "Romani at the Crossroads" (Donald Kenrick); "Methodological Issues in Language Shift Research" (Koen Jaspaert, Sjaak Kroon); and "Lexical Aspects of Language Attrition and Shift" (Kees de Bot, Bert Weltens). (MSE)

IDENTIFIERS- Mexico; *Zapotec

This paper analyzes linguistical features of Quiegolani Zapotec (QZ) via a combination of language-specific rules and universal constraints ordered within a constraint hierarchy that operates within a derivational phonology. A number of complex onset clusters in QZ do not follow the Sonority Sequencing Generalization discussed by J. Greenberg (1978) and E. O. Selkirk (1984), and the distribution of the laryngeal features likewise do not follow the Laryngeal Constraint of L. Lombardi (1991, 1995). QZ exhibits clusters that begin with voiceless fricatives and many reversed onset clusters consisting of sonorant or glide followed by an obstruent. Three privative laryngeal features are used in QZ: voice, spread glottis, and constricted glottis. Each of these features has special licensing constraints that, coupled with a ranking of the universal constraints on prosodic structure, serve to correctly limit the syllable shapes allowed in QZ. At the same time, these shapes also mark the reversed onset clusters as disfavored both language internally and universally. (Contains 39 references.) (NAV)

ED 385 151 FL 023 149

Clifton, John M.
A Grammar Sketch of the Kaki Ae Language.
PUB DATE- 95
NOTE- 49p.; In: Work Papers of the Summer Institute of Linguistics: University of North Dakota Session, Volume 39; see FL 023 147.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Descriptive Linguistics; Foreign Countries; *Grammar; Language Classification; *Phonology; Phrase Structure; Uncommonly Taught Languages
IDENTIFIERS- *Papua New Guinea (North Solomons); Papuan Languages

Kaki Ae is a non-Austronesian language spoken by about 300 people on the south coast of Papua New Guinea, at best distantly related to any other language in that area. A brief grammar sketch of the language is presented, including discussion of the phonology, sentences, phrases, words, and morpheme categories. Kaki Ae phonemics include 11 consonants and 10 vowels; stress is always penultimate. Sentences can be simple, complex, or compound, and three types of phrases are described: noun, adverb, and intensifier. All verbs take subject agreement suffixes (SAS) that agree with the subject in person and number; the third plural SAS can be used in place of the third singular with third singular subjects, but not the reverse. SAS and object agreement suffixes (OAS) are discussed regarding morpheme categories, and the counting system is based on "two" and "five." Appendixes include a Kaki Ae to English lexicon, English to Kaki Ae word finder list, and seven short test examples. (Contains five references.) (NAV)

ED 385 152 FL 023 150

Plumlee, Marilyn
Pronouns in Mexican Sign Language.
PUB DATE- 95
NOTE- 13p.; In: Work Papers of the Summer Institute of Linguistics: University of North Dakota Session, Volume 39; see FL 023 147.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Deafness; Foreign Countries; Language Patterns; *Pronouns; *Sign Language; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Mexico

This paper provides an analysis of the manual and non-manual pronouns identified in Mexican Sign Language (MSL) used by a female speaker in 1993, discusses syntactic uses of each type, and examines pronoun deletion. MSL has two distinct modes of expressing pronominal relationships: manual pronouns (including indexical, incorporated, classifiers, initialized, and possessives) and non-manual pronouns, such as linguistically significant eye-gazes and body shifts. But the study of pronominal usage in MSL must also include the sociolinguistic situation of the language, especially considering the widespread bilingualism of its users. With respect to pronouns, the pervasiveness of Spanish in the daily lives of MSL users shows itself primarily in the relexification of some Spanish pronominals into the MSL system, resulting in syntactic variability. The study of pronouns in MSL is thus fruitful not only for the linguistic phenomena that it illustrates and its bearing on cross-linguistic pronominal representations in sign languages, but also for the sociolinguistic insights it provides into the life of the Mexican deaf. (Contains seven references.) (NAV)

ED 385 153 FL 023 151

Wright, Pamela S.
Madija Predicates.
PUB DATE- 95
NOTE- 49p.; In: Work Papers of the Summer Institute of Linguistics: University of North Dakota Session, Volume 39; see FL 023 147.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affixes; Foreign Countries; *Linguistic Theory; *Morphemes; *Plurals; Syntax; Uncommonly Taught Languages; Verbs
IDENTIFIERS- Brazil; *Madiha; Peru; *Predicates

This paper examines several previously-unexplained aspects of verbal morphology and syntax in Madija, an Arauan languages spoken in Peru and Brazil. These include the distribution of an auxiliary verb that occurs with some predicates but not with others and the factors that determine the choice among three different affixes marking third person agreement and three different affixes indicating a plural subject. Determination of gender and selection of the morpheme for plural subject agreement are also considered. Using the framework of Relational Grammar, a unified analysis of Madija predicate classes and verbal morphology is presented. This analysis provides further evidence for such proposals as the Unaccusative Hypothesis, P. M. Postal's proposed 1977 analysis

ED 385 172 FL 801 026

Schlusberg, Paula; Mueller, Tom
English as a Second Language in Volunteer-Based Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Classroom Environment; Classroom Techniques; Course Content; *English (Second Language); Instructional Materials; *Literacy Education; Program Design; Second Language Programs; Small Group Instruction; Tutorial Programs; *Voluntary Agencies; *Volunteers; *Volunteer Training
IDENTIFIERS- ERIC Digests

Frequently, English-as-a-Second-Language (ESL) programs for adults use volunteers as primary or auxiliary providers of instruction. Two primary national volunteer organizations and a number of other national organizations support volunteer ESL and basic literacy instruction, and many states have literacy councils that coordinate and provide technical assistance to community-based organizations. Many of these groups also provide literacy instruction for native English-speakers. Instruction is most often individual or provided in small groups. Community sites, workplace settings, residential centers, correctional institutions, and learners' home are used as instructional settings. Adults served by the volunteer programs reflect the diverse population seeking ESL instruction throughout the United States. Instruction tends to focus on oral skills, but also addresses initial literacy skills, and uses a wide variety of materials and instructional approaches. Although volunteer training varies, most is done in small groups and brief pre-service workshops. Training focuses on effective teaching practices, needs assessment, lesson planning, peer practice, and materials selection. Theoretical presentations may also be provided. Volunteer programs often help meet excess demand for ESL instruction, facing challenges similar to those of other ESL programs: limited resources, high turnover, and limited student contact. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 173 FL 801 027

Rance-Roney, Judith
Transitioning Adult ESL Learners to Academic Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Articulation (Education); Attitude Change; *English (Second Language); *English for Academic Purposes; Language Proficiency; Learning Strategies; Literacy Education; Mainstreaming; Self Esteem; Student Attitudes; *Study Skills; Thinking Skills; Transfer of Training;

ED 385 192 HE 028 458

Yakimovicz, Ann D.
Factors Affecting Expressed Continuing Professional Education Needs among Landscape Architects: An Exploratory Study.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Architects; *Educational Attitudes; Experience; Higher Education; *Landscaping; National Surveys; *Professional Continuing Education; Regional Characteristics; *Sex Differences
IDENTIFIERS- *Landscape Architecture

This paper presents the results of a doctoral dissertation study that examined professional practice characteristics in connection with expressed continuing professional education (CPE) needs among licensed landscape architects. Out of the 650 surveys sent to landscape architects across the United States, 336 were returned. The survey found that gender which has been rarely investigated in the CPE literature, appeared to be of greater influence than other individual variables on needs assessment measures conducted with learners across all three scales in the study. It also found that age and years of practice had little influence beyond measuring current level of competence, and that region and location had little influence on perceived CPE needs. The study highlights the importance of the cultural variables related to practice setting. Further, the study identifies a relationship between demographic variables and commonly used assessment scales. (Contains 23 references.) (MDM)

ED 385 193 HE 028 459

Vaatstra, R. F.; And Others
The Effect of Experience on Financial Causal Knowledge in Auditing.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accounting; Business Administration Education; Cognitive Structures; *Employment Experience; Experiential Learning; *Financial Audits; Foreign Countries; *Graduate Students; Higher Education; *Knowledge Level; Prior Learning
IDENTIFIERS- Expertise; Netherlands

This study examined the relationship between level of experience and application of prior financial knowledge on the ability of auditing students and professionals to answer questions about financial statements. This study answers the following questions: (1) Is there a positive relationship between experience and the number of causal relations between financial concepts; and (2) What are the qualitative differences between the groups when the questions differ in complexity. A total of 25 fourth-year graduate students majoring in auditing, 29

ED 385 213 IR 017 204

Successful Technology Transfer in Colorado: A Portfolio of Technology Transfer "Success Stories."
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biotechnology; Competition; Economic Development; Information Dissemination; Information Technology; Information Transfer; *Private Sector; Problem Solving; *Public Sector; Research and Development; *Scientific and Technical Information; Success; Technological Advancement; *Technology Transfer
IDENTIFIERS- *Colorado; Global Markets; Infrastructure

The examples in this portfolio demonstrate how technology transfer among universities, businesses, and federal laboratories solve real-world problems, and create new goods and services. They reveal how, through strengthening the infrastructure joining private and public sectors, Colorado can better compete in the global marketplace. All of the programs in this portfolio have received support from the Colorado Advanced Technology Institute (CATI). The technology transfer success stories include: (1) biotechnology programs, such as Colorado Bio/Medical Venture Center (CBVC), Colorado Bioprocessing Center, and Colorado Institute for Research in Biotechnology (CIRB); (2) information technology programs, including Colorado Advanced Software Institute (CASI), Colorado Open Systems Consortium (COSC), Colorado Rural Telecommunications Project, Optoelectronic Computing Systems Center (OCSC), and SuperNet--The Colorado Computer Network; (3) technology transfer, such as Boulder Technology Incubator, Colorado Institute for Technology Transfer and Implementation (CITTI), Colorado Technology Action Consortium (COTAC), and Mid-America Manufacturing Technology Center (MAMTC); and (4) advanced materials, including Colorado Advanced Materials Institute (CAMI) and Center for Separations Using Thin Films (CSTF). Information is provided on how to find out more about CATI, and the 1993-94 CATI commissioners are listed. (MAS)

ED 385 214 IR 017 205

Anderson, Lawrence K.; Gurney, Brian D.
Benchmarking Best Practices in Technology Transfer. Final Report.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.
PUB DATE- Dec 93
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Diffusion (Communication); *Information Dissemination; Information Transfer; *Research and Development; *Scientific and Technical Information; Surveys; *Technology Transfer; *Theory Practice Relationship
IDENTIFIERS- *Benchmarking

Effective technology transfer requires addressing several complexities that arise repeatedly in the vast majority of technology transfer projects. One of the objectives of this

ED 385 231 IR 017 241

Fast, Michael Graham
Interaction in Technology--Mediated, Multisite, Foreign Language Instruction.
PUB DATE- 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Computer Mediated Communication; Computer Networks; *Discourse Analysis; *Distance Education; Educational Technology; High Schools; High School Students; *Interaction; *Second Language Instruction; Second Language Learning; Telecommunications

Foreign or second language (L2) acquisition literature frequently makes the claim that, by not facilitating interaction, distance learning fails to create the conditions necessary for achieving the goals of widely accepted L2 communicative curriculum. This assumption is not as yet supported by any empirical evidence from L2 acquisition research. The assumption generalizes with respect to a formal definition of distance learning, ignoring the fact that different forms of distance learning create different conditions for interaction. It also generalizes with respect to a definition for interaction. With recent developments in communications technologies, particularly in the combination of fiber-optic networking and computer communications, and their high-cost adoption within the field of education, there is a need to assess the validity of what is referred to in this report as the untested assumption of "impaired interaction" in technology-mediated, multi-site instruction. The present study is designed to provide some evidence in support of this need through the analysis of discourse generated in high school Russian L2 classes. The observed classes involved two geographically remote sites linked on the fiber-optic network in the state of Iowa. Evidence from discourse is supported by student perceptions of motivation, learning, and involvement in interaction derived from a post-instruction questionnaire. Results of discourse analyses suggest that a range of acceptable discourse patterns are perfectly feasible in multisite instruction where complete audio and video signals are available, although such interaction may not always be most appropriate for L2 acquisition. Analyses of questionnaire data indicate that students perceive interaction across sites to be a motivating feature of multisite instruction, but somewhat limited by methodological and organizational problems. Students do not cite the technology as a major impediment to interaction and learning. Six figures and nine tables illustrate data. (Contains 56 references.) (Author)

ED 385 232 IR 017 243

McIntyre, Susan R.; Tlusty, Roger H.
Computer-Mediated Discourse: Electronic Dialogue Journaling and Reflective Practice.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

ED 385 249 IR 017 271

Hodes, Carol L.
Directions for Higher Education in the People's Republic of China.
PUB DATE- Sep 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Change Agents; *Distance Education; Educational Technology; Financial Support; Foreign Countries; *Higher Education; Student Loan Programs; *Technological Advancement
IDENTIFIERS- *China

This paper reports on the state of higher education in China, and was written by a U.S. scholar who attended a global population conference at East China Normal University in Shanghai (China). The focus of the meeting was on population and the environment. Although China's compulsory, government-controlled educational system bears similarity to the Russian system, higher education in China is changing in several directions. Distance education alternatives have been growing steadily and new programs are being put into place to increase access to education. As the Chinese government phases out full support of higher education for a majority of students, a new student loan program is seen as a way to reduce per capita government expenditure on higher education. China is slowly entering the technology age, and needs to upgrade its existing systems. Increasing access to both education and technology are key components of producing the workforce required by the modernization process. (Contains 13 references.) (Author/MAS)

ED 385 250 IR 017 272

Crannell, Philip A.
Multimedia Centers: Concepts for the Future.
PUB DATE- 10 May 95
NOTE- 89p.; Paper presented at the Florida Library Association Annual Conference and Exhibition (72nd, Fort Lauderdale, FL, May 9-12, 1995). Color figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Facility Improvement; Futures (of Society); Information Technology; Library Equipment; *Library Facilities; *Library Planning; Library Services; *Multimedia Materials; *Telecommunications
IDENTIFIERS- Electrical Wiring; *Multimedia Technology; Raceways Distribution System; Structured Cabling System

Because of public demand for access to new media, librarians must be able to provide specialized systems and facilities. To support librarians in the planning and rethinking of new multimedia libraries, the firm of Gee & Jenson, which specializes in library design, created this guide. It provides an illustration of the possibilities and important issues to ensure multimedia service and flexibility. The topics discussed in section one include information equity; the virtual library; multimedia equipment; training; and library multimedia centers and functions. Section 2, "Critical Multimedia," covers support

ED 385 268 IR 055 548

Sepstrup, Preben, Ed.; Goonasekera, Anura, Ed.
TV Transnationalization: Europe and Asia. Reports and Papers on Mass Communication No. 109.
PUB DATE- 94
NOTE- 89p.; Edited and abridged from reports.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Audience Response; *Broadcast Television; Communications Satellites; Cultural Differences; Data Collection; Foreign Countries; Information Dissemination; International Studies; *Mass Media Effects; Research Methodology; *Television Research; *Television Viewing; Values
IDENTIFIERS- *Asia; *Europe

The growth of international television distribution has resulted in easy access to news, information, and entertainment programs originating in foreign countries. At the same time it has caused some concerns about the spread of values alien to a country's culture or simply irrelevant. The research reported here attempts to quantify the actual use of television programs received from abroad and presents a methodology for use in future studies. Viewing data were collected for multilaterally distributed (satellite), bilaterally distributed (spillover), and nationally distributed television programs in the following samples: (1) 1,000 persons in Bulgaria (planned sample); (2) 1,000 adults in Hungary; (3) 2,420 households in Italy; (4) 2,100 persons in the Netherlands; (5) 2,940 viewers in Sweden; (6) 810 households in Australia; (7) 483 respondents in India; (8) 1,247 respondents in the Philippines; and (9) 845 urban residents in Korea. Although viewing situations differ widely and it is nearly impossible to generalize across countries, results tend to indicate that international programs do not actually occupy the premier place that was expected, nor are they being watched as much as was anticipated, in spite of improved availability. Three figures and 69 tables present study findings. (Contains eight references.) (SLD)

ED 385 269 IR 055 550

Mosley, Barbra; Edwards, Gloria
Skill Development for Maneuvering on the Information Highway.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Computer Interfaces; Computer Literacy; Computer Networks; Computer Software; Curriculum Development; Graduate Students; Information Networks; *Information Retrieval; *Online Searching; Pilot Projects; *Skill Development; Teaching Methods; Tutorial Programs; Workshops
IDENTIFIERS- Information Superhighway; *Internet

To help students learn to navigate the information superhighway, a 2-hour pilot program with 10 hours of guided access time was developed to test a method for teaching the basics of maneuvering the superhighway and extracting information once located. This pilot was designed as a two-part instructional session. The first instructional session (Part 1) consisted of a seminar with explanations of global access to information. The second session (Part II) was a hands-on workshop allowing

ED 385 288 IR 055 574

Ragsdale, Kate, Comp.; Kenney, Don, Comp.
Effective Library Signage. SPEC KIT 208.
PUB DATE- May 95
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Higher Education; *Library Statistics; Library Surveys; *Research Libraries; *Signs; Visual Aids
IDENTIFIERS- *Association of Research Libraries

To gather information on effective library signage, the Association of Research Libraries (ARL) distributed a survey to its 119 member libraries in fall 1994. Eighty libraries completed the survey. Responses overwhelmingly show the tremendous variety in the way libraries manage signs. Sixty percent of responding libraries report that their institutions do not have a signs system, manual, or written guidelines and policy. Of the 32 institutions that do have a systematic approach to signs, 22 have an on-campus office that produces signs, and 4 institutions require that permanent signs for all campus buildings be produced centrally. Only 12 libraries have signs manual; 17 have written guidelines and policies; and several of the 18 without existing guidelines are in the process of developing guidelines or manuals. Only 23 libraries have systematically evaluated the signs in their buildings. Upper and lower case letters are combined for signs in nearly two-thirds of the responding libraries; seven libraries use all upper case; two use all lower case. Thirty-seven different color combinations for letters and background were offered as visible and legible for signs. A white background with black letters is considered the most effective in libraries. Respondents identified 23 color combinations as difficult to read. Libraries tend to use a combination of sign construction sources, both in-house and outside the library. For libraries that construct signs in-house, over 90% report that signs are computer-generated. The staff at most libraries walk through the building to decide where signs are needed; many libraries incorporate user input as well. One-half of the responding libraries report that vandalism of signs is only a minor problem; only nine report that it is a major problem. Although 37 libraries report that their signs do not yet conform to Americans with Disabilities Act (ADA) requirements, a significant number of libraries are incorporating raised lettering and Grade II Braille for the newer signs. Examples of institutional guidelines, manuals, guidelines and instructions, and specifications are provided. A 19-item annotated bibliography is included. (MAS)

ED 385 289 IR 055 575

East, Kathy
Inviting Children's Authors and Illustrators: A How-To-Do-It Manual for School and Public Librarians. Number 49.
PUB DATE- 95
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 385 306   JC 950 375

Projected 1995-96 Cost Allocation Summary.
PUB DATE- Aug 95
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; Budgets; College Planning; *Educational Finance; *Enrollment Rate; *Full Time Equivalency; Full Time Students; Operating Expenses; *Program Costs; *Resource Allocation; Statewide Planning; Technical Institutes; *Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Technical College System

Designed for use in calculating the distribution of state aid to colleges in the Wisconsin Technical College System (WTCS) and in preparing financial and enrollment reports, this document provides a summary of projected cost allocations for the WTCS for 1995-96 derived from data submitted by the colleges on cost allocation schedules. Following a brief foreword, college and statewide data are provided in the following four sets of tables: (1) summaries of college operational costs and total budgets, total expenditures and revenues by college, staff types and costs by college, materials fees and full-time equivalent (FTE) student enrollments by college, and statewide costs and FTE enrollment by aid category; (2) projected FTE costs by college by aid category, including college parallel education, associate degree programs, vocational programs, vocational-adult programs, community services, and total costs; (3) FTE students and costs by college for the instructional divisions of agriculture, business, graphics, home economics, industrial, service and health, technical, television, general education, and total costs; and (4) statewide FTE enrollment and operational cost percentages, cost ratios per FTE student, and FTE student enrollment percentages by instructional division and aid category. The report indicates that, statewide for 1995-96, total operational costs will be $535,739,492; the number of FTE students will be 59,279; the average cost per FTE student will be $9,037; and the ratio of cost per FTE ratio will be $1. (MAB)

ED 385 307   JC 950 376

Camacho, Julian S.
The Latino Experience: New Implications for Compton Community College.
PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; Community Colleges; Educational Improvement; *English (Second Language); *Enrollment Trends; *Hispanic Americans; Population Growth; Program Improvement; *School Demography; *Student Characteristics; Student Needs; Two Year Colleges
IDENTIFIERS- *Compton Community College District CA; Hispanic American Students; *Latinos

Census data from 1990 reveal that Latinos (n=133,009) comprised 47% of California's Compton Community College District, a higher percentage than Blacks (n=91,574) who made up 32% and Whites, Asians, and others (n=60,417) who comprised 21%. This

ED 385 324 JC 950 398

Armstrong, William B.
Validating Placement Tests in the Community College: The Role of Test Scores, Biographical Data, and Grading Variation.
PUB DATE- 95
NOTE- 35p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Community Colleges; Educational Background; Ethnic Groups; *Grading; Multiple Regression Analysis; *Predictive Validity; Predictor Variables; *Standardized Tests; *Student Placement; *Test Validity; Two Year Colleges

Concerns over equity, access, and fairness of placement testing have resulted in state regulations requiring validity evidence of the placement test with respect to a criterion variable, such as final course grades. A study was conducted to assess the validity of placement tests used to place students in pre-collegiate and college-level English and mathematics courses. The study examined the correlation between scores received on placement tests and student grades in English and mathematics courses. Also examined were other variables which helped to explain the variance in course grades. To determine which variables to include in the regression equation, several cross-tabulations were conducted to examine the association between ethnic/racial groupings; educational background; commitment to college attendance; and instructor grading variables. The study indicated that any model that used final course grade as the criterion for the validity of a placement rule would likely fail to account for a significant source of variation if instructor grading variability was not included. This finding has implications for validation policy and instructional issues across the curriculum. The use of instructor codes in test validation research is politically sensitive; however, it appears that in the interest of student equity and access, these critical instructional issues should be discussed. (KP)

ED 385 325 JC 950 399

Budig, Jeanne E.
A Model for Administrative Evaluation by Subordinates.
PUB DATE- 95
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; *College Faculty; Community Colleges; Evaluation Methods; Likert Scales; *Teacher Administrator Relationship; Two Year Colleges

Under the administrator evaluation program adopted at Vincennes University, all faculty and professional staff are invited to evaluate each administrator above them in the chain of command. Originally based on the Purdue University "cafeteria" system, this evaluation model has been used biannually for 10 years. In

ED 385 343 PS 022 910

Clarke-Stewart, K. Alison; And Others
Children at Home and in Day Care.
PUB DATE- 94
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Child Relationship; Child Development; Comparative Analysis; *Day Care; Day Care Centers; *Day Care Effects; Early Childhood Education; *Early Experience; *Family Day Care; *Family Influence; Longitudinal Studies; Outcomes of Education; Parent Child Relationship; Parents; *Predictor Variables; Social Adjustment; Social Development

This book reports on a study examining the relative effects of family and day care experiences on young children. The study explored the full range of children's experiences in a wide variety of settings and examined how those experiences are related to the children's development. Chapter 1 presents and compares different forms of contemporary day care and discusses their influences on child development. Chapter 2 presents the purpose and design of the study, while chapter 3 discusses the methods used for observing children's experiences in different settings, and the variables created to represent those experiences. Chapter 4 reviews the observed experiences and how they differed according to the setting. Chapter 5 discusses the links between the observations of children's experience at home and in day care. Chapter 6 presents the methods used for assessing children's abilities and behavior in the different domains. Chapters 7 through 12 treat the results of linking experience and development for each domain in turn: family predictors, day care predictors, social competence, sociability with mother, compliance, and peer relations. Chapter 13 presents the conclusions that are drawn from the study and makes some final comments. Contains over 250 references. (AA)

ED 385 344 PS 022 928

Pilcher, Lorene C.; Kaufman-McMurrain, Marsha
Georgia Prekindergarten Program Evaluation with Executive Summary.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE- 1 Sep 94
NOTE- 631p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Developmental Stages; *Educational Quality; Family Characteristics; Outcomes of Education; Parent Participation; *Preschool Education; *Program Evaluation
IDENTIFIERS- *Georgia; *Program Characteristics

The 1994 second-year evaluation of the state of Georgia's prekindergarten program had two objectives: (1) to describe all components of the comprehensive program--children, families, educational activities, social services, and coordinating councils; and (2) to begin assessing long-term outcomes by comparing kindergarten children formerly in the prekindergarten program with those in a socioeconomically similar comparison group that had not attended preschool. A sample of 18 prekindergarten programs was selected from the total of 120

ED 385 363 PS 023 431

A Blueprint for Iowa's Young Children.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Child and Family Policy Center, Des Moines, IA.
PUB DATE- 95
NOTE- 94p.; For a related document, see ED 372 851.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; Community Programs; *Community Resources; Cost Effectiveness; Disadvantaged Environment; *Early Intervention; *Family Problems; Family Programs; Low Income; Outcomes of Education; Parent Education; *Prevention; Program Implementation; *School Readiness; State Norms; State Programs; Well Being
IDENTIFIERS- Family Resource and Support Programs; *Iowa

Two booklets, "A Blueprint for Iowa's Young: Implementation Directions for the Framework Paper," and "Investing in Families, Prevention and School Readiness: Working Draft of a Framework Paper" present a framework for creation of a blueprint for implementation and management of community investment initiatives. The framework is based upon a careful analysis of current public spending and on effective prevention services. It focuses on families with very young children and provides a rational strategy for improving the school readiness (across health, development, safety, and social dimensions) of Iowa children who currently are not likely to start school ready to learn. The strategy of the initiative is to build upon existing effective and voluntary prevention and wellness programs that: (1) focus upon high-opportunity families with very young children; and (2) offer comprehensive guidance and support through home visits and other activities to stress and develop parental responsibility and work to improve family self-sufficiency and child development. The community strategy is to make most decisions regarding the design and implementation of the initiative at the neighborhood and community level. The first booklet outlines the principles that govern initiative design and offers initiative design guidance. Chapter 1 of the second booklet introduces the rationale behind early investment in children. Chapter 2 draws a connection between potentially preventable poor outcomes in the early years and subsequent public expenditures. Chapter 3 identifies problems and suggests solutions for improving the well-being of Iowa's youngest children. Chapter 4 examines the issues involved in developing a blueprint for initiatives. Appendix I presents estimates of current public spending on children and families and Appendix II presents current investments in prevention in the early years to High Opportunity Families. A brochure and 2 informational flyers present information relating to "A Blueprint for Iowa's Young Children." (AA)

ED 385 364 PS 023 432

Fenichel, Emily, Ed.
Clinical Responses To Infants and Families.
PUB DATE- Mar 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)

ED 385 383 PS 023 504

Crowell, Nancy A., Ed.; Leeper, Ethel M., Ed.
America's Fathers and Public Policy: Report of a Workshop.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Support; Disabilities; Early Parenthood; *Family Relationship; *Fathers; Federal Programs; Inner City; Lower Class Parents; Parent Child Relationship; *Parent Role; Program Development; *Public Policy; Social Science Research; Workshops

This report reviews the activities of a workshop "America's Fathers: Abiding and Emerging Roles in Family and Economic Support Policies (Washington, D.C., September 26-28, 1993). The workshop focused on the role of fathers in the American family, especially on issues related to child support, teenage fathers, fathers of children with disabilities, and inner-city poor fathers. The workshop sought to: (1) advance understanding of factors that facilitate or inhibit fathers' participation in programs designed to provide support for families; (2) document and integrate what is known about the effects of family and economic support policies on fathers' involvement, or lack thereof, with their children; (3) identify mismatches between the knowledge base and assumptions embedded in both current and proposed public policies; and (4) frame questions for research to better inform family and economic support policies. The report addresses public policy initiatives related to child support enforcement, establishment of paternity, child support assurance, custody, fathers' rights, young fatherhood programs, and teenage fatherhood prevention. It concludes by highlighting the importance of adopting a life-span perspective on fathering, approaching fathering as a negotiated role, considering the community context of fathering, and contributing to the development of innovative programs and policies for fathers. An appendix contains the workshop agenda. (Contains 113 references.) (MDM)

ED 385 384 PS 023 505

Chalk, Rosemary, Ed.
Violence and the American Family: Report of a Workshop (Racine, Wisconsin, May 11-13, 1993).
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.
PUB DATE- 94
NOTE- 25p.; Workshop organized by the National Forum on the Future of Children and Families (now incorporated into the Board on Children and Families); the National Research Council's Commission on Behavioral and Social Sciences and Education; and the Institute of Medicine.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Battered Women; Child Abuse; Crime Prevention; Elder Abuse; *Family Programs; *Family Violence; Health Services; Integrated Services; Outreach Programs; Program Development; Program Evaluation; *Public Policy; Social

ED 385 402 RC 020 105

Lishner, Kris Miller; Bruya, Margaret Auld
Creating a Healthy Camp Community: A Nurse's Role.
PUB DATE- 94
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accident Prevention; *Child Health; Communicable Diseases; Disease Control; Environmental Standards; Health Facilities; Health Promotion; *Health Services; Hygiene; Medical Evaluation; *Nursing; *Preventive Medicine; Public Health; Records Management; *Resident Camp Programs; *Safety Education; Sanitation

This book provides an organized, systematic overview of the basic aspects of health program management, nursing practice, and human relations issues in camp nursing. A foremost assumption is that health care in most camps needs improvement. Good health is dependent upon interventions involving social, environmental, and lifestyle factors that impact health more than health care services alone. Professional registered nurses are the best prepared health care providers for most camps. Management skills, community health preparation, broad-based general education background, and emphasis on prevention and health promotion are integral parts of the baccalaureate degree in nursing. Each camp is a small community, and camp nurses must know the nature, characteristics, and informal politics of said community. Health care should be a collaborative effort among its members. A needs assessment survey by the Dean's Fund of the Intercollegiate Center for Nursing Education in Spokane, Washington was the basis for the information included in this book. Chapters cover traditional issues such as developing a health program, first aid, records, communicable diseases, and injury prevention; as well as more challenging community and professional issues of ethical behavior, violence, substance abuse, and sexuality. Appendices outline American Camping Association standards, staff and camper training in prevention and health promotion, procedures for analyzing accidents, OSHA regulations on occupational exposure to pathogens, and relevant developmental characteristics of young adults; provide sample checklists and recordkeeping forms; and list additional resources. Contains an index. (JAT)

ED 385 403 RC 020 110

Hartman, Chester, Ed.
Focus on Immigration.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Advocacy; Blacks; Civil Rights; Demography; Ethnic Bias; Ethnic Groups; *Immigrants; Immigration; Migrants; Poverty; Public Policy; *Racial Bias; *Racial Identification; Racial Relations; Social Action; *Social Problems; Stranger Reactions

ED 385 420 RC 020 210

Promising Programs in Native Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *American Indian Education; Community Involvement; Cultural Education; *Culturally Relevant Education; *Demonstration Programs; Early Childhood Education; *Educational Objectives; Elementary Secondary Education; Higher Education; Holistic Approach; Native Language Instruction; Program Descriptions; Teacher Education; *Validated Programs
IDENTIFIERS- Goals 2000; *Native Americans

In the last 5 to 10 years, various organizations and federal agencies have identified and given recognition to projects using exemplary educational practices with Indian student populations. This document describes 15 innovative, often grassroots, projects previously validated by the Bureau of Indian Affairs, the Office of Indian Education, or other organizations. Each entry outlines program goals; identifies 1 of the 10 National Education Goals for American Indians and Alaska Natives addressed by the program; discusses demographics, program components, Native American context, and evaluation and validation procedures; and lists indicators of project success. Programs include such features as: (1) culturally based literacy education, computer instruction, GED preparation, occupational awareness education, or parenting education in programs designed for the specific needs of Indian adults; (2) instruction in radio journalism and broadcasting for reservation K-12 students; (3) a master's in education program with emphasis on Indian gifted education; (4) dropout prevention through Native-language and cultural education; (5) an after-school program aimed at substance abuse prevention; (6) home-based instruction for children aged 0-5 and their families; (7) use of computers and other technology in a bilingual bicultural program; (8) language and cultural education drawing on both human resources (elders) and technology; (9) teacher professional development in holistic approaches to language arts and guidance; (10) a buddy program linking kindergarten students with mentors in grades 6-8; (11) extensive instructional and support services for limited-English-proficient students in an ethnically diverse middle school; and (12) restructured curriculum to respond to cultural diversity, communication problems, dysfunctional families, and transient students. The National Education Goals for American Indians and Alaska Natives, the Indian America: Goals 2000, and National Education Goals are listed and describe agency recognition programs. Appendixes contain information on the Lab Network and Agencies/Recognition programs, and a list of abbreviations/acronyms. (SV)

ED 385 421 RC 020 211

Zimmerman, Joy, Comp.
Agricultural Safety and Health: A Resource Guide. Rural Information Center Publication Series, No. 40. Revised Edition.
PUB DATE- Jan 95
NOTE- 70p.

ED 385 439 SE 056 581

Phillips, Eileen; Crespo, Sandra
Math Penpals! Developing Written Communication in Mathematics.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); *Elementary School Students; Foreign Countries; Grade 4; Higher Education; Intermediate Grades; *Letters (Correspondence); *Mathematics Instruction; *Student Evaluation; Teaching Methods; *Writing Across the Curriculum
IDENTIFIERS- *Teacher Candidates

Communication in the mathematics classroom is currently viewed as an integral part of mathematics instruction. This paper explores the usefulness of math penpal letters as a means of increasing the quality of written communication in mathematics. The focus of this study is the letter writing exchanges between a class of 4th-grade students (n=28) and preservice teachers (n=27) attending a mathematics education course. The letter exchanges occurred over a period of three months, and the writing was examined for its content and style. It also served as a window through which teachers could glean some otherwise inaccessible information about students. Explorations into writing math penpal letters attest to their richness and potential for developing written communication in mathematics. The penpal exchanges also helped preservice teachers think about mathematics from the students' perspective. The study suggests that they can be a valuable addition to existing instructional practices in the mathematics classroom. Contains 10 references. (MKR)

ED 385 440 SE 056 583

McGinn, Michelle K.
Teacher's Mathematics Inside and Outside Classrooms: A Case Study of Mathematical Activity across Contexts.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 11-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Context Effect; *Elementary School Teachers; Foreign Countries; Grade 2; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Primary Education
IDENTIFIERS- *Situated Learning

This study was based on recent research findings that mathematical activity is fundamentally situated and distributed across physical and social contexts. Interviews, observations, and examination of artifacts were used to explore ways in which a 2nd-grade teacher with seven years of experience understood and used mathematics inside and outside her classroom. The

ED 385 459 SO 024 909

Merryfield, Merry, Ed.; Remy, Richard C., Ed.
Teaching about International Conflict and Peace.
SPONS. AGENCY- Ohio State Univ., Columbus. Coll. of Education.; Ohio State Univ., Columbus. Mershon Center.; United States Inst. of Peace, Washington, DC.
PUB DATE- 95
NOTE- 374p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Conflict Resolution; Educational Methods; Elementary Secondary Education; Foreign Policy; *Global Education; *International Education; *International Relations; *Peace; Prosocial Behavior; School Restructuring; Social Studies; Teaching Methods; Thematic Approach; *World Affairs

This book is designed to help social studies educators better understand international conflict management as they learn about instructional methods and begin to teach. The book brings together current scholarship on major topics in the management of international conflict and methods for teaching that are especially important in globally-oriented social studies education. International topics and instructional methods have been selected that are critical for preparing secondary social studies teachers for globally-oriented curriculum innovations in an era of school reform and restructuring. Divided into two parts, part 1, "Linking Content, Methods, and Educational Goals," explains the relationships between substantive content about international conflict management and exemplary teaching practice in secondary social studies classrooms. Chapters in part 1 include: (1) "Choosing Content and Methods for Teaching about International Conflict and Peace" (Merry M. Merryfield; Richard C. Remy); and (2) "A Case Study of Unit Planning in the Context of School Reform" (Steve Shapiro; Merry M. Merryfield). Part 2, "Essays in International Conflict Management and Peace," eminent scholars provide substantive essays on major themes in international conflict management. Chapters in part 2 include: (3) "Building Peace: A Global Learning Process" (Chadwick F. Alger); (4) "The Use and Control of Military Power" (Peter D. Feaver); (5) "Diplomacy, Negotiation, and Peaceful Settlement" (David P. Barash); (6) "Economic Cooperation" (Karen Mingst); (7) "Human Rights in International Perspectives" (David P. Forsythe); (8) "Self-Determination" (Dov Ronen); and (9) "Resolving Conflict over the Global Environment" (Marvin S. Soroos). An appendix on resources for teachers (Yasemin Alptekin-Oguzertem) provides additional insights into organizations, instructional materials, computer networks, and other scholarly works. (EH)

ED 385 460 SO 024 913

Stotsky, Sandra; And Others
Connecting Civic Education & Language Education. The Contemporary Challenge.
PUB DATE- 91
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; Civics; English Curriculum; Higher Education; *Interdisciplinary Approach; *Language Arts;

ED 385 481 SO 025 121

Manzer, Ronald A.
Public Schools and Political Ideas: Canadian Educational Policy in Historical Perspective.
PUB DATE- 94
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Comparative Education; Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; Foundations of Education; Governance; International Education; Policy; Political Issues; Politics; Public Policy; Public Schools; School Policy
IDENTIFIERS- *Canada

This book interprets the framework of political ideas and beliefs that structure individual and collective thinking about educational policies and give them meaning. The analysis begins with the state of education in the mid-19th century and brings up to date the prospective reforms of the early 1990s. The study argues that, from its foundation, elementary and secondary education in Canada has been dominated by liberalism (political, economic and ethical), with each successive liberal ideology taking its place as a public philosophy for state education. The book examines education in each Canadian province by presenting information concerning curricula, district organization, laws, finance, and personnel, resulting in a detailed national picture and a clear, historical view of each province's values, ideas, and practices. (RJC)

ED 385 482 SO 025 197

Oregon Trail II CD (Macintosh/Windows CD Version 1.0) Manual.
PUB DATE- Feb 95
NOTE- 80p.; For accompanying CD-ROM product, contact the Minnesota Educational Computing Corporation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- s, and practices. (RJC) Public School Texts" (Reed Ueda); and "Americ,Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Assisted Instruction; Computers; *Computer Uses in Education; Decision Making; *Decision Making Skills; Educational Technology; Elementary Secondary Education; Instructional Materials; *Problem Solving; Programmed Instruction; Resource Materials; Resource Units; *Social History; Social Studies; *United States History
IDENTIFIERS- *Oregon Trail

This educational simulation is designed to develop planning, decision-making, problem-solving, and writing skills to teach students about U.S. history and geography as they travel the Oregon, California, and Mormon trails as emigrants. The manual is divided into two parts. Part 1, "Product Instructions," contains: (1) "The Product at a Glance"; and (2) "Getting Started." Part 2, "Classroom Resources," includes: (1) "Classroom Ideas"; (2) "Student Activity Sheets"; (3) "Background Information"; (4) "Notes on the Simulation and Its Underlying Models"; and (5) "Bibliography." Of particular interest to teachers is the Classroom Ideas section containing

ED 385 501 SP 036 122

Loughran, John; Derry, Nick
Researching Teaching for Understanding: The Students' Perspective.
PUB DATE- Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; *Instructional Effectiveness; Learning Processes; *Learning Strategies; Secondary Education; *Student Motivation; Teacher Educators; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- Australia; Logbooks; *Student Perception of Teaching Effectiveness; *Teaching for Mastery

This study was designed to explore students perceptions of how a change in pedagogy influenced learning. The study was undertaken as part of a professional development residency in which a teacher educator worked with the staff of a high school science faculty in an on-site professional development program focusing on classroom teaching and learning. The purpose of the research was to determine how students responded to changes in teaching approaches and learning strategies. The class involved in the study, taught by an inservice teacher with the teacher educator as an observer, was constructed to be more learning centered, encouraging students to better understand, articulate, and retain the course content. One particular strategy, student log books, is discussed. Data were collected through a survey and interviews, following an 8-week unit on electricity. The findings indicated that the students enjoyed the way teaching was conducted. However, although they understood what was happening and why, and although they recognized the changes in their approach to learning, in general they found it difficult to accept that such changes should become the norm. The data suggest that this dilemma was related to the effort necessary to learn in a more active and meaningful way which requires more experience and time than might initially be expected. Even though students might recognize the value of learning for understanding, that alone is apparently not sufficient to encourage them to adopt it as "normal" practice. Four appendices include: the student survey form, the interview protocol, interview codes, and reports on codes. (Contains 17 references.) (ND)

ED 385 502 SP 036 123

Grisham, Dana L.
Integrating the Curriculum: The Case of an Award-Winning Elementary School.
PUB DATE- Apr 95
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Awards; Case Studies; Classroom Environment; *Curriculum Design; Curriculum Development; Educational

ED 385 518 SP 036 139

Mevorach, Miriam; Strauss, Sidney
Teachers' In-action Mental Model of Children's Minds and Learning.
PUB DATE- Apr 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *Children; Cognitive Development; Foreign Countries; Grade 1; Higher Education; *Intuition; *Learning Processes; Models; Primary Education; Student Teachers; *Teacher Education; Teaching Experience; Theory Practice Relationship; *Thinking Skills
IDENTIFIERS- Israel; *Mental Models

The purpose of this study was to determine the nature of teachers' implicit in-action mental models about children's minds and learning, as inferred through the ways they teach. The work was based on the theoretical works of D. Schon, L. Shulman, and P. N. Johnson-Laird. Study participants included 24 student, novice, and experienced teachers. All teachers taught the same first-grade arithmetic lesson. Teacher behaviors and the inferred teachers' in-action mental models are described. Findings indicate that teachers have an in-action mental model of children's minds and of how learning takes place in children's minds and that this mental model directs their teaching. This model, which is implicit and intuitive, reflects an understanding of the mind shared by teachers from all three groups. Four implications for teacher education are: (1) the in-action mental model has profound influence on how teachers teach; (2) preservice and inservice teachers understand what is being taught in courses and workshops that relate to children's learning, via their in-action mental model; (3) teachers are not aware they hold this model, and in order for the implicit in-action model to be discussed, it must become explicit; and (4) the tool developed to describe teachers' in-action mental models of children's minds and learning can be used in teacher education both as a diagnostic tool and as a tool for instruction. (Contains seven references.) (ND)

ED 385 519 SP 036 140

Reynolds, Richard J.
Foundational Studies in Teacher Education.
PUB DATE- Nov 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Education Courses; Elementary Secondary Education; *Foundations of Education; Higher Education; *Introductory Courses; Knowledge Base for Teaching; Literature Reviews; *Preservice Teacher Education; Student Attitudes; *Theory Practice Relationship; Undergraduate Study

Educational foundations programs remain ill-defined despite generations of discussion. A review of the literature over the past three decades indicates that foundational studies are frequently subject to criticism and devaluation as irrelevant, serving no useful purpose, lacking a rigorous body of

ED 385 537 SP 036 162

Cutforth, Nicholas J.
"Gym's Work Too!" Obtaining Respect for Physical Education in an Urban Elementary School.
PUB DATE- Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *Classroom Techniques; Elementary Education; Elementary School Students; *Physical Education; Physical Education Teachers; Student Attitudes; Teacher Attitudes; *Teacher Role; Teacher Student Relationship; Teaching Methods; *Teaching Styles; Urban Education; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Illinois (Chicago)

This study examined how one elementary school physical education teacher in Chicago (Illinois) influenced the status and perception of physical education and established an important niche for herself within the school community. The teacher's use of strict ritual and routine in structuring classes, as well as her formal, serious demeanor established her as an authority figure to be respected. The gym routine itself controlled students' behavior. The teacher also gained respect for physical education as a school subject by giving homework to students in fifth through eighth grades. The assignments assumed symbolic importance by expressing the conviction that the subject is an important part of the overall school curriculum. The teacher's insistence that her gym be respected and kept tidy was closely allied to her reputation as someone with the ability to be in control of events inside it. Student performance in an annual "gym show" also reinforced her reputation in the eyes of students, colleagues, and parents as a "good teacher." Playground and lunchroom duties further increased the teacher's visibility around school and provided opportunities for informal interactions with students and parents. This teacher illustrated teaching's complex moral aspect as she modeled care, consistency, respect, and the possibility of a better life. Contains seven references. (JB)

ED 385 538 SP 036 163

Ruoff, Mitchell Kenneth
A Literature Review Investigating the Relationship between Sports Participation and Psychological Well-Being.
PUB DATE- May 95
NOTE- 52p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Athletes; *Athletics; Higher Education; Literature Reviews; *Mental Health; Physical Education; *Physical Fitness; Research Methodology; *Research Problems; Sport Psychology; *Well Being

This study investigated the connection between sport, emotion, and psychological health through an examination of the literature on sports participation and psychological health. The review found that while some of the research supports a

ED 385 557 TM 023 979

Wesley, Scott; And Others
Assessing the Classroom Performance of Beginning Teachers: Teachers' Judgments of Evaluation Criteria. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- May 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Competence; Criteria; Educational Assessment; Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Followup Studies; *Licensing Examinations (Professions); Organization; Performance; Secondary School Teachers; Surveys; *Teacher Evaluation; *Test Construction
IDENTIFIERS- Educational Testing Service; *Praxis Series; Subject Content Knowledge

The Educational Testing Service is engaged in developing tests for teacher licensure, The Praxis Series: Professional Assessments for Beginning Teachers (TM). A central component of Praxis III: Classroom Performance Assessments is a set of proposed criteria that have been developed to assess the classroom performance of beginning teachers. The criteria are organized into four domains: (1) organizing content knowledge for student learning; (2) creating an environment for student learning; (3) teaching for student learning; and (4) teacher professionalism. This study, a follow-up to one by D. E. Powers in 1992, surveyed 678 teachers from all grade levels to obtain their perceptions of the importance of these criteria. The results support the previous findings that the aspects of teaching embodied in the criteria are important for the competent performance of beginning teachers. These two studies substantiate the relevance of the criteria for assessing beginning teacher performance. Nine tables present study findings. (Contains 19 references.) (Author/SLD)

ED 385 558 TM 023 980

Kaplan, Randy M.; Bennett, Randy Elliot
Using the Free-Response Scoring Tool To Automatically Score the Formulating-Hypotheses Item. GRE Board Professional Report No. 90-02bP.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Jun 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Automation; *Computer Assisted Testing; Correlation; Higher Education; Hypothesis Testing; Responses; Scores; *Scoring; Semantics; *Test Items
IDENTIFIERS- *Free Response Test Items; *Hypothesis Formulation; Pattern Matching

This study explores the potential for using a computer-based scoring procedure for the formulating-hypotheses (F-H) item. This item type presents a situation and asks the examinee to generate explanations for it. Each explanation is judged right or wrong, and the number of creditable explanations is summed to produce an item score. Scores were generated for 30 examinees' responses to each of 8 items by a semantic pattern-matching program and independently by 5 human raters. On its

ED 385 578 TM 024 016

Henning, Grant
A Study of the Effects of Contextualization and Familiarization on Responses to the TOEFL Vocabulary Test Items.
PUB DATE- 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; *Context Effect; Difficulty Level; *English (Second Language); Inferences; *Multiple Choice Tests; Reading Tests; Responses; Test Format; Test Items; Test Reliability; *Vocabulary Skills
IDENTIFIERS- Embedded Items; *Familiarization; *Test of English as a Foreign Language

In order to evaluate the Test of English as a Foreign Language (TOEFL) vocabulary item format and to determine the effectiveness of alternative vocabulary test items, this study investigated the functioning of eight different multiple-choice formats that differed with regard to: (1) length and inference-generating quality of the stem; (2) the nature of the task (matching versus supply); and (3) the degree of passage embeddedness of item stems or response options. In all, 1,040 vocabulary test items (80 familiarization and 960 experimental items) were developed and administered to 190 adult English-as-a-Second-Language students, 99 with and 91 without a prior familiarization activity. Results indicate that the current TOEFL vocabulary item format performed comparatively well in terms of difficulty, mean internal consistency reliabilty, and criterion-related validity. Among the alternative formats considered, only items embedded in reading passages appeared to outperform current TOEFL vocabulary format. Participation in the familiarization activity did not relate significantly or differentially to performance with any item type. Seven tables present analysis results. Three appendixes contain a sample test, sample familiarization materials, and the test taker questionnaire. (Contains 15 refrences.) (SLD)

ED 385 579 TM 024 017

Wainer, Howard; And Others
How Well Can We Equate Test Forms That Are Constructed by Examinees? Program Statistics Research.
PUB DATE- Oct 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Chemistry; Comparative Analysis; Computer Assisted Testing; *Constructed Response; Difficulty Level; *Equated Scores; *Item Response Theory; Models; Selection; Test Format; Testing; *Test Items
IDENTIFIERS- Advanced Placement Examinations (CEEB); *Unidimensionality (Tests)

When an examination consists, in whole or in part, of constructed response items, it is a common practice to allow the examinee to choose among a variety of questions. This procedure is usually adopted so that the limited number of items that can be completed in the allotted time does not unfairly affect the examinee. This results in the de facto administration of several different test forms, where the exact structure of any

ED 385 600 TM 024 049

O'Neill, Kathleen A.; And Others
Differential Item Functioning on the Graduate Management Admission Test.
PUB DATE- Aug 93
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Classification; College Entrance Examinations; *Difficulty Level; Higher Education; *Item Bias; Mathematics Tests; *Racial Differences; *Sex Differences; *Test Items; Verbal Tests; White Students
IDENTIFIERS- *Graduate Management Admission Test; *Mantel Haenszel Procedure

The purpose of this study was to identify differentially functioning items on operational administrations of the Graduate Management Admission Test (GMAT) through the use of the Mantel-Haenszel statistic. Retrospective analyses of data collected over 3 years are reported for black/white and female/male comparisons for the Verbal and Quantitative Tests. In general, one to six percent of the items were identified as being differentially difficult per comparison with a greater number of items flagged in the female/male analyses than in the black/white analyses. Although the analyses suggested some content characteristics that may be related to differential item functioning, these findings about GMAT items should be considered tentative since only a small number of items was studied, and all investigations were post hoc analyses. Correlations between item difficulty and differential item functioning were generally low, with the exception of quantitative items in the black/white analyses. For these items, a moderately positive relationship existed between item difficulty and the differential item functioning statistic, showing that black examinees performed differentially better than matched whites as item difficulty increased. Eleven tables in the text and four appendixes (one with six tables) provide information on item classification, means and standard deviations, and problem solving and sentence correction items. (Contains 43 references.) (Author/SLD)

ED 385 601 TM 024 050

Pearlman, Mari; And Others
An Application of Multimedia Software to Standardized Testing in Music.
PUB DATE- Aug 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algorithms; Cost Effectiveness; *Educational Technology; Higher Education; *Multimedia Materials; *Music; Pilot Projects; Professional Training; *Scoring; *Standardized Tests; *Test Construction; Test Format; Test Use
IDENTIFIERS- *Graduate Record Examinations

This project explored the possible applications of new technology to standardized testing. Because the multimedia approach is particularly promising for music, the Graduate Record Examination (GRE) music test was chosen as the context for this project. The basic system for administering the test and recording the results was written using Multimedia Toolbook

for antipassive, the analysis of impersonal constructions as containing a dummy nominal, and the analysis of causatives as multipredicate clauses, along the lines of proposals by W. D. Davies and C. G. Rosen (1984). Findings of the analysis include a rule about the distribution of the auxiliary verb, a rule for person agreement and gender, and a rule for morpheme selection for plural subject agreement. (Contains 22 references.) (NAV)

ED 385 154 FL 023 152

Correa, Marilyn
Incorporating Cooperative Learning Strategies To Improve Science Achievement Scores among Ninth Grade ESOL I and II Physical Science Students.
PUB DATE- 95
NOTE- 65p.; Ed.D. Practicum Report, Nova Southeastern University. Contains very light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Gains; Anxiety; Classroom Techniques; *Cooperative Learning; *English (Second Language); Evaluation Methods; Grade 9; High Schools; Instructional Effectiveness; *Limited English Speaking; *Science Instruction; *Student Attitudes; Student Evaluation; Underachievement
IDENTIFIERS- *Science Achievement

In response to the poor achievement, negative attitudes, and anxiety of limited-English-proficient (LEP) ninth-grade students (n=90) in science classes, a cooperative learning approach to instruction was adopted. In an effort coordinated with teachers of English for Speakers of Other Languages (ESOL), the students were assigned to cooperative learning groups and given specific projects corresponding to the curriculum but requiring exploratory and investigative methods rather than reading from a textbook. In addition, the teacher contacted parents by telephone and wrote to them in English, Spanish, and Creole, offering tips for assisting their students. An additional 21 students were brought into the program. Results indicate that project objectives were met in: student achievement on a teacher-made criterion-referenced post-test; majority passing the course with a C or better grade; entries in the science fair; regular student participation in hands-on classroom activities; improved student attitudes toward science; use of alternative student evaluation techniques; and parent contact. Suggestions for improvement include further development of the post-test to reflect class activities, creation of a parent guide, and provision of tutoring options. The post-test and class-related forms are appended. (MSE)

ED 385 155 FL 023 157

Graddol, David, Ed.; Swann, Joan, Ed.
Evaluating Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Essex, England, United Kingdom, September 1992).
PUB DATE- 94
NOTE- 121p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Advertising; Aphasia; Applied Linguistics; College Students; Computer Assisted Instruction; Cultural Context;

*Transitional Programs; *Vocabulary Development
IDENTIFIERS- ERIC Digests

Few of the English-as-a-Second-Language (ESL) participants in adult education classes move on to academic ESL programs that prepare them for content area study or general educational development (GED) or high school equivalency instruction. The ESL literacy curriculum is currently mismatched with GED and academic ESL curricula in purpose, content, and context. Adult ESL and transitional programs can help students bridge this gap by providing them with: (1) motivation and belief in self-worth to face the challenges of academic and administrative demands; (2) knowledge of how to transition to the norms of the academic community; (3) conceptual development and critical thinking skills such as synthesis, analysis, and evaluation; (4) greater focus on language accuracy and careful language use; (5) extensiveness in reading and writing, and multiple skill integration thematically organized for in-depth study; (6) development of a larger vocabulary corpus centered on less-frequently-used academic terminology; and (7) integration and transfer of first-language (L1) skills and use of L1 in learning strategies. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 174 FL 801 028

Becker, Aliza; Larson, Kathy
ESL Volunteerism: A Study of ESL Volunteer Programs in the State of Illinois.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Literacy; *English (Second Language); *Literacy Education; Program Design; Program Effectiveness; Second Language Programs; State Surveys; *Voluntary Agencies; *Volunteers
IDENTIFIERS- 353 Project; Illinois

A survey of volunteer programs in English-as-a-Second-Language (ESL) literacy instruction in Illinois is reported. The report begins with a review of literature concerning ESL literacy volunteerism, most of which is descriptive and program-specific. The statewide survey results are then summarized, giving an overview of ESL volunteer programming. A separate section is devoted to promising practices and unique program components identified through site visits and interviews with individuals associated with 11 Illinois programs. The final section offers recommendations for improving the quality of ESL literacy volunteerism, intended for policymakers and practitioners. Appended materials include the survey instrument with data summaries and excerpted respondent comments, questions used at site visits, and materials of interest from several of the program sites visited. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 175 FL 801 029

Stanley, John
Aboriginal Language Standardisation Project. Progress Report.

postgraduate students with an average of 1.5 years of professional experience, and 22 postgraduate students with an average of 7 years professional experience were asked 10 questions of varying difficulty about a corporate financial statement. The study found that as student experience level increased, so did the application of financial causal knowledge. It also found that the more experienced students answered the more complex questions significantly better than the less experienced students did. The study concludes that experienced auditing students have a better organized and more complex financial knowledge network than less experienced auditing students. (MDM)

ED 385 194 HE 028 460

van de Wiel, Margaretha W. J.; And Others
The Explanation of Encapsulating Concepts by Medical Experts, Clerks and Advanced Students.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Experience; Foreign Countries; *Graduate Medical Students; Higher Education; *Knowledge Level; Knowledge Representation; Medical Education; *Physicians; *Thinking Skills
IDENTIFIERS- Experts; *University of Limburg (Netherlands)

This study sought to discover differences in knowledge and knowledge organization between medical students and physicians. A total of 4 fourth-year students who had completed their pre-clinical courses, 4 fifth-year students who had just finished their internship in internal medicine, and 4 internists with an average of 20 years of experience were required to explain 20 central clinical concepts in 2 minutes. The results showed that the quality and elaborateness of the explanations linearly increased with level of experience. Further, it was found that more experienced subjects had easier access to their knowledge. The study concluded that expert physicians have access to more detailed and coherent knowledge than medical students in unfolding their encapsulated knowledge structures, and that medical students quickly acquire and restructure knowledge during internships. An appendix provides an outline of the task questions. (Contains 15 references.) (MDM)

ED 385 195 HE 028 461

Stetar, J.
Ukrainian Private Higher Education.
PUB DATE- 18 Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *College Administration; Educational Change; *Educational Finance; Federal Legislation; Foreign Countries; *Government Role;

study was to define common issues/pitfalls/concerns among the various entities in the technology community and to allow them to express their views and opinions on how best to address specific issues. This final report is organized as follows: The first section consists of a reprint of the paper, "Benchmarking Best Practices in Technology Transfer," (Brian Gurney and Lawrence K. Anderson) which was presented at the 1993 annual meeting of the Technology Transfer Society, and which can serve as an executive summary for this report. The second section consists of a reprint of the survey instrument through which experts were asked to rate and comment on candidate best practices. The third section is a set of charts and commentary for a selected set of the candidate best practices--in general those that turned out to be the most controversial or for which the results were unexpected. Survey responses are divided into universities, federal laboratories, intermediaries, small companies, and large companies. The final section consists of a short set of brief final conclusions, based primarily on the survey results. It was discovered that in the following areas there was a considerable difference between what common wisdom prescribes and what is being done by actual practitioners: keeping it simple, technical audits, the role of intermediaries, and support for technology transfer. (MAS)

ED 385 215 IR 017 206

Dakin, Karl J.
Technology Transfer Educational Curriculum Plan for the State of Colorado.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Curriculum Research; Diffusion (Communication); Higher Education; Information Dissemination; Information Transfer; Research and Development; *Scientific and Technical Information; *Technology Transfer
IDENTIFIERS- Colorado

A recommended plan for an educational curriculum on the topic of technology transfer is outlined. A survey was conducted to determine the current levels of ability and knowledge of technology users and of transfer intermediaries. Information was collected from three sources: individuals and organizations currently presenting educational programs on technology transfer, a review of programs presented by Karl J. Dakin, and a survey of technology companies and service providers by the Colorado University Business Advancement Center. A general lack of awareness of the benefits of technology transfer in the target audiences and an inadequate number of available educational programs were revealed. In general, programs currently available fail to address the lack of awareness, are largely limited to introductory material, and typically are not available in a format or at a time convenient to most of the target audiences. The recommendation outlined in this report seeks to provide a coherent strategy to create a technology transfer curriculum which will be able to adapt to a broad range of audiences at multiple levels of knowledge, using the same basic building blocks and channels of distribution. Specific objectives include enhancement of awareness of technology transfer, creation of a standard curriculum to be delivered through a variety of mediums and channels (written

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Dialog Journals; Educational Practices; *Electronic Mail; Higher Education; Measurement Techniques; *Reflective Teaching; *Self Evaluation (Individuals); Student Journals; *Student Teachers; Teacher Education; Teacher Student Relationship

A promising strategy for encouraging reflection among student teachers is the use of dialog journals--logs or records of thoughts responded to by other writers. Electronic mail (e-mail) could be used as a medium for developing an electronic dialog journal that overcomes many of the practical constraints of the usual journal. The use of e-mail as a dialog journal medium was studied with 11 student teachers at 2 different teaching placements. In addition to the e-mail journals, additional data came from the student teachers' supervisors and a survey of participants. Students were directed to use the e-mail to send a synthesis of written self-critiques as they reflected on their teaching practices. Students sent a total of 294 e-mail messages during the 16-week semester, and only 3 students sent fewer than the minimum requirement of 1 message each week, Students responded favorably to the technology, but there is no direct evidence that the e-mail provided an effective measure of reflection. However, using electronic mail did provide a vehicle for student-teacher discourse that could promote reflection. (Contains 15 references.) (SLD)

ED 385 233 IR 017 244

Wehmeyer, Lillian Biermann
Computer Archives and the Literature Search.
PUB DATE- Mar 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Archives; Bibliographies; *Computer Networks; Databases; Education Majors; Electronic Mail; Evaluation Methods; Information Literacy; Information Networks; *Information Retrieval; *Online Searching; *Online Systems; Reference Materials; Reference Services; Resources; *Search Strategies; User Needs (Information)
IDENTIFIERS- *Internet

This paper outlines the use of computer resources to conduct a literature search. While the phrase "computer archives" can refer to all computerized materials, for this discussion it is limited to textual information available online. Both commercial online services and organizations on the Internet offer files to search and download. In addition, thousands of discussion groups allow members to post notices that may contain information. Locator tools for electronic documents at present consist of print-like tools such as indexes and bibliographies, multifile keyword indexes, and unifile keyword search tools. The use of each to retrieve information is outlined. Once retrieved, information must be evaluated. The uneven nature of documentation in computer archives makes requirements such as power sources, communications systems, the data grid and hubs, and the telecommunications room. The third section, "Checklist and Worksheets," contains various aids designed to help organize the renovation and design process for multimedia facilities. Included in section 4, "Checklist," are: the steps needed for wiring a library for multimedia, lists important data access points in the library, and recommendations for information kiosks. "Cables and Raceways Design for Multimedia Libraries," section 5, is provided to assist librarians in planning for communications needs, and to assist a consultant in planning and designing a Structured Cabling System combined with a Raceways Distribution System (telecommunications and power grids). A glossary of related vocabulary is appended, and several figures and tables illustrate concepts. (MAS)

ED 385 251 IR 017 273

Held, Paul, Ed.; Kugemann, Walter F., Ed.
Telematics for Education and Training. Proceedings of the Telematics for Education and Training Conference (Dusseldorf/Neuss, Germany, November 24-26, 1994).
PUB DATE- 95
NOTE- 458p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; Corporations; Distance Education; *Educational Innovation; Educational Technology; Foreign Countries; *Global Approach; Higher Education; Home Schooling; Information Technology; Integrated Learning Systems; Learning Centers (Classroom); Online Systems; Secondary Education; Simulation; Standards; *Telecommunications; Telecourses; Training; Workshops
IDENTIFIERS- *Learning Systems; Open Learning; *Telematics; Virtual Reality

The 1994 Telematics for Education and Training Conference, attended by more than 1,000 people, provided an overview of the most state-of-the-art telematics systems for learning, in terms of both technological and pedagogical innovation, in a European and global context. This proceedings contains the opening remarks and 73 papers chosen out of more than 30 demonstrations and 100 presentations and workshops. The papers are arranged in 13 chapters: "Official Opening"; "Implementing Flexible Open and Distance Education"; "Home Learners"; "Secondary and Tertiary Education"; "Learning Centers"; "Large Companies"; "Interactive Teleteaching"; "Simulation"; "Producing Learning Material"; "Managing the Virtual Space"; "Learning Systems--Development and Evaluation"; "Technologies and Standards"; and "Workshops." An index of authors is appended. (MAS)

ED 385 252 IR 017 333

Public Libraries and Community-Based Education: Making the Connection for Lifelong Learning. Volume 2: Commissioned Papers. A Conference Sponsored by the National Institute on Postsecondary Education, Libraries, and Lifelong Learning, Office of Educational Research and Improvement (Washington, D.C., April 12-13, 1995).
PUB DATE- 95
NOTE- 252p.; Volume 1, The conference proceedings, is to be published later in 1995. Each commissioned paper has been separately analyzed, see IR 017 334-341.
LANGUAGE- English

participants textual access via Unix and graphical user interface through America Online. The pilot program with graduate students provided information that enabled the restructuring of the course for graduate students in education. It demonstrated that a prerequisite was student familiarity with the computer, an objective addressed through a commercially available interactive tutorial. A second interactive CD-ROM was added to introduce the Internet. The graphical user interface was changed for cost reasons to an interface available on campus. Workbooks developed for the Computers in Education course were added. (Contains six references.) (SLD)

ED 385 270 IR 055 551

Hazen, Dan C.
Preservation Priorities in Latin America. A Report from the Annual IFLA Meeting (60th, Havana, Cuba, August 1994).
PUB DATE- Jul 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Cataloging; Foreign Countries; *Library Collections; Library Facilities; Library Services; *Needs Assessment; *Preservation; Prevention; Program Development; Records Management; Training
IDENTIFIERS- International Federation of Library Associations; *Latin America; *Priorities

The information in this report is condensed from the presentations and conversations, both formal and informal, that occurred during the 60th meeting of the International Federation of Library Associations (IFLA). About 1,500 librarians attended, representing Cuba, Venezuela, Mexico, Argentina, Peru, and Colombia. Training for preservation administrators and preservation technicians was identified as a high priority need in Latin America. Because of the need for training, Latin American librarians were eager for current preservation literature. Maintenance and storage environments were also priority concerns; however, the breakdown of acidic papers was scarcely mentioned. Biological pests are perceived as a greater hazard in tropical environments. Of secondary priority, the conference participants recognized reformatting and bibliographic control, connectivity through new technologies, and opportunities for creative projects. (SLD)

ED 385 271 IR 055 553

Johnson, Debra Wilcox
Evaluation of the Role of the State Library of Florida in Youth Services. Executive Summary.
PUB DATE- 95
NOTE- 14p.; For the full report, see IR 055 541.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Library Planning; *Library Role; *Library Services; *Public Libraries; Users (Information); User Satisfaction (Information); Young Adults; *Youth Programs
IDENTIFIERS- *Florida State Library; Library Services and Construction Act

This executive summary reports on the findings from the State Library of Florida's "Evaluation of Statewide Youth Services

(055),Books (010)
DESCRIPTORS- Advertising; Authors; Budgeting; *Childrens Literature; Equipment; Library Planning; *Program Development; *Public Libraries; *School Libraries
IDENTIFIERS- Autographs; *Illustrators; *Visiting Authors

This document is a step-by-step guide for librarians who wish to host children's authors and illustrators at school and public libraries. Topics include reasons for having an author/illustrator visit; preliminary planning and making proposals; making initial contacts; the program plan, including types of events, examples of successful visits and building coalitions; budgeting, space and equipment needs; the importance of correspondence; publicizing/advertising the visit; planning for autographing; final preparations, including confirming the visit, reviewing the itinerary, and scheduling a reception; evaluating the events; alternatives to author/illustrator visits, including teleconferences, educational television/cable hook-ups and video visits; and handling awkward moments. Appendices include an author visit planning checklist/worksheet and a list of children's book publishers and their contacts. (AEF)

ED 385 290   IR 055 576

Kessler, Ridley R., Jr.; Daniel, Evelyn H.
A Survey of United States Regional Government Depository Libraries.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Oct 89
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Depository Libraries; Government Publications; *Library Administration; Library Personnel; *Library Statistics; Library Surveys; Questionnaires

This survey of regional depository libraries grew out of an informal meeting held in the fall of 1987. The meeting's purpose was to allow regional librarians to discuss their shared problems and concerns. A direct result of this meeting was a decision to gather more information about regionals and how they operated, organized and staffed their collections. The questionnaire created to gather this information was organized into 10 sections designed to elicit a wide and diverse body of information about the organization and operation of regional depository libraries: organization/administration; staff; processing; cataloging; automation/computers; statistics; public services; microforms; regional matters; and maps. Forty-five questionnaires were returned (87% response rate). This initial report provides a summary of survey response data for each of the 10 information categories. Three appendices include the regional depository library questionnaire, questionnaire raw data, and regional depository library questionnaire written comments. (MAS)

ED 385 291   IR 055 577

Goudy, Frank Wm.
Library Faculty Workload: A Case Study in Implementing a Teaching Faculty Model.
PUB DATE- 95
NOTE- 16p.

is reflected in Compton Community College's (CCC's) student population. Between fall 1994 and spring 1995, the Latino population increased from 38% to 42% of CCC's student body, while Blacks decreased from 54% to 52%. Although Latinos are not the majority student population, they have had an important effect on CCC in that they tend to take more units (32% were full-time students in spring 1995 versus 19% for Blacks), showed a slightly higher retention rate than Blacks from fall 1994 to spring 1995, and tend to enroll in different kinds of classes. In spring 1995, the English as a Second Language (ESL) department was the second-largest in the college and was 99% Latino. Recommendations for serving the growing Latino population include: (1) identify ESL students with professional degrees and concentrate them in classes to increase their learning speed; (2) provide ESL students lacking basic skills in Spanish concurrent enrollment in Spanish and English courses; (3) for ESL students interested transferring, offer transferable courses in Spanish; and (4) in conjunction with ESL courses, establish a transferable Associate Degree program in Spanish to increase transfer rates. (Appendixes provide census data for the California cities of Carson, Paramount, Lynwood, and Compton, and tables of CCC student body characteristics.) (KP)

ED 385 308   JC 950 377

Levin, Bernard H.; And Others
Strategic Planning in a Decentralized Environment: The Death of Linearity.
PUB DATE- Aug 95
NOTE- 30p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research (24th, Asheville, NC, August 6-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Change Strategies; *College Planning; Community Colleges; *Decentralization; Institutional Administration; *Organizational Change; School Restructuring; *Strategic Planning; Two Year Colleges
IDENTIFIERS- Blue Ridge Community College VA

Although private industry has been decentralizing for the past decade, community colleges have been slow to follow. For those colleges that have decentralized, traditional structured planning methodologies do not apply. The focus of strategic planning efforts at decentralized institutions is on the development of strategic themes to which individuals, empowered to use their own creativity, respond. While a formal model for planning in a decentralized institution would inhibit change and be counterproductive, the following ideas can be taken into consideration: (1) an institution must analyze its own identity and functions, rather than rely too heavily on ideas from the corporate sector; (2) routine processes ought to be re-engineered only when appropriate; (3) institutions must buy into the notion of wide-scale collaboration; (4) evolution is normal and is the outcome of decentralized strategic planning; (5) college members must be willing to yield to broader concerns even as they recognize that institutional interests sometimes conflict with their own; (6) an ongoing planning process is desirable and necessary; (7) there must be a large and widely shared information base; (8) planners should avoid limiting recommendations based on perceptions of the resources an effort to simplify the system, a single evaluation form was developed. This form includes: (1) a rank-ordered set of 22 statements covering the basic requirements of managerial responsibility; (2) a five-point Likert scale response legend; (3) a check-off to indicate the level of each person responding; and (4) a code for every administrator on campus. The cover letter accompanying the survey explains that up to six administrators can be evaluated per page, and that participation is voluntary and confidential. A flat file of responses is built and analyzed with the statistical analysis system. The cross-tabulations for each question by each level of respondents are entered onto a spreadsheet, and an evaluative index is developed, yielding an overall positive or negative response value. Group norms are developed based on all responses regarding deans, department heads, and vice presidents. Although most responses to the revised form were positive, overall evaluation response was lighter than desired and lower than previous years. The evaluation will be repeated in 1996. The paper includes 13 references, copies of the cover letter, evaluation form, and norms for academic department heads. (KP)

ED 385 326 JC 950 400

Foote, Elizabeth
Internet Resources for Community College Practitioners. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; Computer Interfaces; Computer Mediated Communication; Computer Networks; Database Producers; *Databases; *Educational Resources; Electronic Publishing; *Information Sources; *Online Systems; Search Strategies; Two Year Colleges
IDENTIFIERS- ERIC Digests; *Internet

This article describes the Internet and lists resources available to community college (CC) practitioners through the Internet. The Internet is described as an international computer network which links thousands of smaller networks. The digest suggests the following hardware for Internet access: an IBM-compatible computer capable of running Windows, or a Macintosh computer with at least a 68030 processor; a modem of at least 14,000 baud per second; an Internet provider; and telecommunications software. The article then lists CC Internet resources, providing both the Internet address and information about each site, including online guides to the Internet such as: (1) the Clearinghouse of Subject-Oriented Internet Resource Guides; (2) the Rice University Gopher (menus of resources maintained elsewhere are organized by subject matter at this site; and (3) W3 Servers, a catalog of all World Wide Web (WWW) servers. The list also includes CC Internet sites including Fayetteville Technical College, a gopher site with pointers to other CC gopher sites; Community Colleges Web Directory; Education Virtual Library; the Community College League of California; ERIC Clearinghouse for Community Colleges; as well as electronic books, reference resources, government information, library catalogs and Usenet Newsgroups. These latter resources include: (1) Project Gutenberg, providing classics, poetry, and programs for in-depth description and evaluation. These were divided into three site categories. Significant findings of the evaluation include the following: (1) the population of children in the 18 programs was comprised of significantly more boys than girls; (2) one of the site categories had a larger proportion of whites and a smaller proportion of African Americans than the other two site categories, and a small number of students came from homes in which Spanish or Korean was the primary language; (3) on average, children were functioning well above their chronological age in self-help skills, and were above their chronological age levels in physical and social development, though slightly below chronological age in academic and communication development; (4) the prevalent family configuration was the single-mother household, although there were almost as many two-parent households; (5) across the 18 sites, 72 family service workers provided various services including home visits and job training referrals; (6) the majority of the teachers used the High/Scope curriculum; (7) while each site had a coordinating council composed of members from various community, social service, and educational agencies, the councils differed greatly from one another; and (8) no significant differences appeared between classroom-based and home-based children when compared using developmental rating scores, absences, promotions, and referrals. Appendices include: 1994 prekindergarten guidelines; prekindergarten data collection forms; and kindergarten data collection forms. (HTH)

ED 385 345 PS 022 980

Martini, Mary
Acquiring the Language of Learning: The Performance of Hawaiian Preschool Children on the Preschool Language Assessment Instrument (PLAI).
SPONS. AGENCY- Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI.
PUB DATE- 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Error Analysis (Language); *Language Processing; *Language Tests; Language Usage; Lower Class; Middle Class; *Preschool Children; Preschool Education
IDENTIFIERS- Hawaii; *Preschool Language Assessment Instrument

The Preschool Language Assessment Instrument (PLAI) was designed as a diagnostic tool for 3- to 6-year-old children to assess children's abilities to use language to solve thinking problems typically posed by teachers. The PLAI was developed after observing middle-class teachers in preschool classrooms encourage children to use language in different ways. The differences in the use of language were grouped into 4 levels of difficulty, and the PLAI consists of 60 items selected from these 4 levels. The performance of 60 Hawaiian preschool children on this test was assessed at the four levels: (1) Matching Perception; (2) Selective Analysis of Perception; (3) Reordering Perception; and (4) Reasoning about Perception. Overall, the children performed better on tasks at lower levels of complexity than on tasks at higher levels. The group's performance was compared to that of a sample of mainly white upper-middle-class, 3- to 4-year-old children attending private preschools; and to a second sample of primarily black or Puerto Rican lower class, 3- to 4-year-old children attending public day care centers. At all four levels, the Hawaiian children

DESCRIPTORS- Adolescents; *At Risk Persons; Black Mothers; Blacks; Case Studies; Caseworkers; Child Behavior; Child Caregivers; Child Development; Community Services; Counseling Techniques; *Family (Sociological Unit); Home Programs; Home Visits; *Infants; *Intervention; Mental Health Workers; Parent Child Relationship; Parents; *Social Services; Social Work; *Social Workers; Unwed Mothers
IDENTIFIERS- African Americans; *Family Support

This journal issue focuses on family service clinical responses to infants and families. In "The Therapeutic Relationship as Human Connectedness," Jeree H. Paul stresses the importance of caregivers creating in children the sense and experience of human connectedness that arises from the feeling of existing in the mind of someone else--that is, being noticed, spoken to, protected, appreciated. In "'She Does Love Me, Doesn't She?'" Deborah J. Weatherston describes a program in which infant mental health specialists provide in-home services to infants and families that are psychologically and socially at-risk for neglect or abuse. Important support strategies are also identified. In "Using the Principles of Infant-Parent Psychotherapy To Change the Context for Children at Risk," Brenda P. Jones demonstrates that what clinicians do will matter to families at high environmental and individual risk, and that a clinician can deal with psychological issues and adapt traditional methods for families at risk; three primary therapeutic principles are identified. In "A Home-Based, Family Systems Approach to the Treatment of African-American Teenage Parents and Their Families," JoAnn Tatum and others describe a home-based family therapy program for adolescent parents and their extended families. The article suggests cultural issues relating to families and systemic intergenerational family issues relating to teen pregnancy must be discussed in relation to the African-American experience. In "The Interweaving of Neuropsychological Dysfunction and Psychological Conflict," Lois M. Black argues that neuropsychological conditions (brain-based dysfunctions) play a role in children's behavior and development, and that neuropsychological dysfunction and psychological conflict interact. Annotated lists of publications and videotapes included. Some articles contain references. (TM)

ED 385 365   PS 023 434

Matzye, Carolyn
Parental Involvement in Middle Schools.
PUB DATE- 1 Jun 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Educational Strategies; Intermediate Grades; Junior High Schools; *Middle Schools; *Parent Participation; Parent Student Relationship; *Parent Teacher Cooperation; Peer Relationship; Social Development; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Parent Teacher Association

This paper discusses the importance of parent involvement in middle schools, focusing on the increasing need for such involvement in today's society. It examines the development of the parent-student and teacher-student relationship, and considers the importance of the parent-teacher relationship in relation to the student's development and education. The paper then discusses the student peer relationship and its role in

Services; Workshops

This report reviews the activities of a workshop on violence and the American family that was conducted to consider the nexus between research and policy issues in the field, identify key issues that need to be addressed in responding to the problem of family violence, and highlight program initiatives to address the problem. It lists workshop participants and outlines key issues in regard to the dimensions of family violence, existing interventions, and policies, programs, and research directions. The report then identifies key elements of programs that can address the full range of issues, including social services, health, and criminal justice concerns. It concludes by advocating three steps that can be taken to address the problem of family violence in America: (1) development of a public education campaign that would foster understanding of the complex dimensions of family violence; (2) development of rigorous evaluations of public-sector programs designed to treat or reduce the incidence of child and spousal abuse and abuse of the elderly; and (3) integration of preventive measures for family violence into a comprehensive, community-based program of family support services. (MDM)

ED 385 385 PS 023 514

Child Care as Welfare Prevention.
PUB DATE- Mar 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Comparative Analysis; *Day Care; *Disadvantaged Youth; Economically Disadvantaged; Employed Parents; Employed Women; Government Role; Job Placement; Job Training; Labor Force Nonparticipants; Low Income; Poverty; Public Agencies; Public Policy; Supported Employment; Underemployment; *Unemployment; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Child Care Costs; *Child Care Needs

Part of a series from the Child Care Law Center, this issue of "Working for Change" discusses the need for quality, affordable child care as a support for working parents trying to break out of welfare dependency. This report details the current realities of poor parents who struggle to find and pay for child care while they work and those who would work if child care were available. In the United States, there are 6 million children under the age of 6 living in poverty. Looking at examples of programs and studies which address how child care can assist in ending long-term poverty by enabling parents to participate in education and training which will qualify them for stable employment, the report also discusses how quality child care enriches young children's development, which can reduce government expenses on health care, remedial education, and juvenile justice, and helps to prepare children for employment in adulthood, thereby avoiding generational cycles of poverty. This report also provides current statistics on poor and Aid to Families with Dependent Children (AFDC) mothers and parents. The following charts and graphs are included: (1) "Why Do Mothers Need Child Care?"; (2) Consequences of Child Care Problems"; (3) "Mothers Out of the Labor Force Because of Child Care: (4) "AFDC Recidivism Due to Lack of Child Care"; (5) "Responses of JOBS participants when asked to choose the one type of assistance that would most help them out of

IDENTIFIERS- *Immigration Legislation; *Latinos

This journal issue consists of articles and other information about immigration issues, as well as discussions of the utility of racial and ethnic categories. "An International Perspective on Migration" (Cathi Tactaquin) examines the intertwined economic, political, and environmental causes of international migration; discusses how development policies such as North American Free Trade Agreement (NAFTA) ignore labor flows across borders; and suggests that anti-immigrant measures such as California's Proposition 187 respond simplistically to heightened intolerance; and suggests that migration is an international issue, a manifestation of uneven social, political and economic development and conflict that requires cooperation and collective action among countries and regions. "Immigration and the Civil Rights Movement's Response" (Bill Tamayo) examines the racist elements of anti-immigrant policies and calls for civil rights groups to come together and forcefully articulate the issues involved. "Latino Immigrants in Los Angeles: A Portrait from the 1990 Census" (David Hayes-Bautista, Werner Schink, Gregory Rodriguez) summarizes data on Latino immigrants in Los Angeles County, including census count, estimates of undocumented immigrants, labor force participation, use of public assistance, education, and family characteristics; and compares these new immigrants to immigrant Anglos of an earlier era. "Job Competition between Immigrants & African Americans" (Paul Ong, Abel Valenzuela, Jr.) focuses on the impact of immigration on the joblessness and earnings among black males in Los Angeles County between the ages of 18 and 24, and 18 and 64 with no more than a high school education. Also included in this issue are four perspectives on the meaning of racial and ethnic categories and their uses in the census and other data collection, in federal policies and programs, and as a focus for political and social organizing; a quiz "Immigration: Myths & Facts"; a list of immigrant rights organizations; and a bibliography of materials criticizing "The Bell Curve; (Murray-Herrnstein). (LP)

ED 385 404 RC 020 123

Educating American Indian/Alaska Native Elementary and Secondary Students: Guidelines for Mathematics, Science and Technology Programs. Proceedings of a Conference on the Educational Needs of American Indian/Alaska Native Students in Science, Mathematics and Technology (Boulder, Colorado, May 19-22, 1994).

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *Culturally Relevant Education; Curriculum Development; *Educational Strategies; Elementary Secondary Education; *Mathematics Education; School Community Relationship; *Science Education; Teacher Education; *Technology Education

A 3-day conference developed guidelines ensuring that cultural needs and issues are addressed in mathematics, science, and technology educational programs for American Indian and Alaska Native precollege students. Major barriers affecting these students in mathematics, science, and technology were summarized for three areas (student programs, curriculum development, and teacher programs), and guidelines were developed to address them. Guidelines for student programs

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accident Prevention; *Agricultural Laborers; Agricultural Occupations; *Agricultural Safety; Annotated Bibliographies; Audiovisual Aids; Children; Farmers; Farm Labor; *Health Education; Migrant Workers; *Occupational Diseases; *Occupational Safety and Health; Organizations (Groups); *Rehabilitation; Resource Materials; Risk; Safety Education; Training; Youth
IDENTIFIERS- AGRICOLA

This guide lists resource materials that address agricultural occupational injuries and diseases and their prevention. Many of the entries were derived from the AGRICOLA database produced by the National Agricultural Library and include journal articles, books, government reports, training materials, and audiovisual materials. The first section lists 227 publications concerning general information on agricultural safety; statistics and research methods; emergency care and rescue; health education and prevention; occupational accidents among children and youth; occupational risk sources including animal, auditory, cancer, chemical, dermatological, electrical, machinery, respiratory, stress, thermal, and water; and rehabilitation of disabled agricultural workers. The second sections lists 47 audiovisual materials related to general information on agricultural safety; rescue and emergency care; occupational accidents among children and youth; occupational risks factors including chemical, electrical, and machinery; and rehabilitation of disabled agricultural workers. Each entry contains title, author, publisher, publication date, journal or conference information (where appropriate), National Agricultural Library (NAL) call number, availability information for documents not found through NAL, and annotation. The last section of the guide provides contact information and descriptions of national and regional agricultural safety and health organizations. (LP)

ED 385 422 RC 020 213

John, Patricia La Caille
Population Migration in Rural America: January 1980-January 1993. Quick Bibliography Series: QB 93-35. Updates QB 91-40.
PUB DATE- May 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Demography; Economic Development; Migrant Workers; *Migration Patterns; Population Distribution; Population Growth; *Population Trends; Resource Materials; *Rural Areas; *Rural Development; Rural Economics; *Rural Population; Rural to Urban Migration; *Urban to Rural Migration
IDENTIFIERS- *AGRICOLA

This bibliography contains 137 entries related to population migration in rural America. The entries were derived from the AGRICOLA database produced by the National Agricultural Library and include journal articles, government reports, conference papers, extension bulletins, and books. Entries cover such topics as demography, economic growth, employment, income distribution, migration, migrant workers, population change, population distribution, population growth, rural areas, rural development, rural economy, and urban to rural migration. Each entry contains title, author, publisher, publication date, connections she made between school and nonschool mathematics, the ways she taught and learned mathematics in the classroom, and the ways she used mathematics outside the classroom were investigated. Data analysis revealed the following list of categories of mathematical activities within and across contexts: flexibly modifying plans, making sense, using physical objects, stating solutions, measuring and calculating new measures, recognizing multiple solutions, checking one's work, and drawing connections. Contains 35 references. (MKR)

ED 385 441 SE 056 598

Dyches, Richard W.; And Others
Great Explorations in Mathematics: Grades K-4. Teacher's Edition.
PUB DATE- 94
NOTE- 224p.; For related documents, see also SE 056 599-600.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Estimation (Mathematics); *Mathematics Instruction; Mathematics Materials; Measurement; *Number Concepts; Primary Education; *Spatial Ability
IDENTIFIERS- *Connections (Mathematics); *Mathematical Communication; Mathematics Activities; NCTM Curriculum and Evaluation Standards; Number Sense

This volume is a teacher's edition in a series of books that contain open-ended exploration activities and experiments. These activities allow and encourage students to set their own goals, use their own creativity and ideas, investigate the wonders of nature, learn about the workings of real businesses, and draw conclusions from their investigations of these real-life situations. Students participate in many explorations by first making things such as a geoboard or an adding machine and then using their creations to complete the exploration or investigation. The 40 activities are grouped under the National Council of Teachers of Mathematics' (NCTM) Curriculum. Standards of: communications, spatial sense, measurement, number sense, connections, estimation, and reasoning. Some activities include: Somewhere in Time: Making a Time Capsule; Tangram Puzzles; Exploring with Puzzles; The Pendulum Swings: Investigating Time and a Pendulum; Dot Bingo: Making and Playing a Game; Mosaic: Exploring Coordinate Planes; What Is Your Surface Area? Approximating Surface Area; Experimenting with Slant: Comparing Results. Each activity contains a teacher's guide that lists: goal, student objectives, guide to the investigation, and vocabulary, along with a description of the activity that includes: an introduction, purpose, materials needed, procedures, observations, conclusions, and suggestions for further study. (MKR)

ED 385 442 SE 056 599

Dyches, Richard W.; And Others
Great Explorations in Mathematics: Grades 5-8. Teacher's Edition.
PUB DATE- 94
NOTE- 239p.; For related documents, see SE 056 598 and SE 056 600.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; *Estimation (Mathematics); Intermediate Grades; Junior High Schools;

Reading; Secondary Education; Speech; Writing (Composition)

This collection of essays offers a new approach to strengthening the development of students' civic identity through the teaching of reading, writing, speech, and literature. A foreword by Richard L. Larson and an introduction by Sandra Stotsky are followed by the following essays: (1) The Decline of a Civic Ethic" (Sandra Stotsky); (2) "Reading and Civic Literacy: Are We Literate Enough To Meet Our Civic Responsibilities?" (Jeanne S. Chall; Dorothy Henry); (3) "Teaching Contemporary American Literature: A Professional Dilemma" (Sandra Stotsky with Barbara Hardy Beierl) and "Appendix. An Annotated Reading List for High School and College Teachers: Reclaiming Our Humanity in Twentieth-Century Literature" (John W. Cameron); (4) "On Developing Independent Thinking and Responsible Writing: What We Can Learn from Studies of the Research Process" (Sandra Stotsky); (5) "Teaching Academic Writing as Moral and Civic Thinking" (Sandra Stotsky); (6) "Language Education and Civic Education: Recovering Past Traditions, Reassessing Contemporary Challenges" (Lisa Ede); and (7) "The Uses of Argument in Civic Education: A Philosophy and Practices for Our Time" (Richard A. Katula). (AA)

ED 385 461 SO 024 914

Gross, Richard E., Ed.; Dynneson, Thomas L., Ed.
Social Science Perspectives on Citizenship Education.
PUB DATE- 91
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anthropology; *Citizenship Education; Civics; Economics; Geography; Higher Education; History; International Education; Philosophy; Political Science; Psychology; *Social Sciences; Social Studies

This anthology examines the role and current conditions of citizenship in the United States' society. The compilation of essays by eminent social scientists and educators explore the concept of citizenship from various disciplinary perspectives: educational (Thomas L. Dynneson and Richard E. Gross); political (Robert B. Woyach); historical (Kerry J. Kennedy); economic (Ronald A. Banaszak); geographical (Nicholas Melburn); cultural (Philip Wexler, Raymond R. Grosshans, Qiao Hong Zhang, and Byoung-Uk Kim); social psychological (Allan Brandhorst); anthropological (John M. Chilcott); philosophical (H. Michael Hartoonian); and international (Andrew F. Smith). (RJC)

ED 385 462 SO 024 918

Knight, Cheryl S.
The Five Themes of Geography. Geography across the Curriculum: A Teacher's Activity Guide (Grades K-5).
PUB DATE- 94
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Activity Units; Class Activities; Curriculum Guides; Elementary Education; *Fundamental Concepts; *Geographic Concepts; Geographic Location; *Geography; *Geography Instruction; Learning Activities; Physical Divisions

16 activities, including: (1) "Mapping the Western Trails"; (2) "The Prairie Schooner"; (3) "Who Should Go West with Me?"; (4) "Planning for the Trip West"; (5) "Supplies To Take with Me"; (6) "Journal of the Westward Journey"; (7) "Diversity of People on the Western Trails"; (8) "Native American Nations along the Western Trails"; (9) "Historical Figures"; (10) "Strategies for Success"; (11) "At the End of the Trail"; (12) "Write about Someone You Met on the Trail"; (13) "Role-play for an Oral or Written Report"; (14) "An 1800s Newspaper"; (15) "The United States in 1850"; and (16) "Follow-up Session." Contains a selected bibliography of 56 items. (EH)

ED 385 483 SO 025 201

Brehony, Kevin J.
"Individual Work": Montessori and English Education Policy 1909-1939.
PUB DATE- 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Discovery Learning; *Early Childhood Education; *Educational Policy; Educational Principles; Educational Trends; Foreign Countries; *Individualized Instruction; *Montessori Method; Progressive Education; *Student Centered Curriculum
IDENTIFIERS- *England; *Montessori (Maria)

This paper provides a brief history of the work of Maria Montessori and traces the development of the Montessori method in English education. The first woman medical student in Italy, she developed an interest in the needs of mentally handicapped children. Contrary to the accepted view, she came to the conclusion that mentally 'deficient' children required mainly an educational, or 'pedagogical,' rather than a medical treatment. The Montessori movement in England reached its zenith in 1921 and declined due to a division within the ranks of its supporters. However, the influence of Montessori's methods continued to exist and expand, particularly in the private sector of education. Montessori's two principal biographers, Standing and Kramer, missed the significance of the fact that Montessori was a woman in medicine in Italy during a period when women all over Europe were struggling to be admitted into the public sphere. Other researchers have addressed the significance of this factor in the educational field among her contemporaries. Montessori's claims to scientificity and their articulation with an increasingly rationalized education system explain, in part at least, her success. (EH)

ED 385 484 SO 025 203

Oliveira, Louise A.; Robinson, Natalie
Fateful Decisions 1945-1972: The United States' Vietnam Policies in Five Presidential Administrations. A Curriculum Guide.
SPONS. AGENCY- Rhode Island Committee for the Humanities, Providence.
PUB DATE- 95
NOTE- 212p.; Prepared by the Social Studies Dept. of Exeter-West Greenwich Regional High School.
LANGUAGE- English

Innovation; Educational Philosophy; Elementary Education; Elementary Schools; Elementary School Teachers; *Holistic Approach; *Integrated Curriculum; *Interdisciplinary Approach; Learning Strategies; School Organization; *Student Motivation; *Teacher Morale; Teaching Methods; Urban Schools; Year Round Schools
IDENTIFIERS- California

The research described in this paper was conducted over a 4-year period at Orangecrest Elementary School, a new school in a Southern California urban district, which adopted Integrated Thematic Instruction (ITI) at its inception. ITI, developed by Susan Kovalik, is a tightly structured program based on the idea of year-long themes which are broken down into monthly and weekly increments. Inquiry learning is the basis for ITI, in which all learning is seen as connected and interdisciplinary. Data were gathered through observation and participation in operations of the school and individual classrooms, interviews with key personnel, and planning and evaluation discussions. Teaching philosophy and classroom activities are detailed for three teachers, at the kindergarten, first-grade, and sixth-grade levels. The findings of the report include: (1) ITI was implemented in nearly every classroom at Orangecrest, though with significant teacher variations; (2) there was no direct or indirect policy attendant in the selection of ITI for the school, nor was the program evaluated after it was implemented; (3) the strong leadership of the principal was crucial to the selection and implementation of ITI; (4) teachers found that ITI reflected and articulated their beliefs about teaching and learning; (5) while no figures have been specifically called to address academic achievement, Orangecrest students score well above district averages on standardized achievement measures. Two figures present the data and five appendices contain the theme and skills maps for the various grades. (Contains 25 references.) (ND)

ED 385 503 SP 036 124

Mader, Cynthia E.; King, Caryn M.
Awareness of Gender within Teacher Education Programs.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Curriculum Development; *Educational Change; Elementary Secondary Education; Feminism; Higher Education; Preservice Teacher Education; *Sex Bias; Sex Differences; Sex Role; State Surveys; Teacher Attitudes; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Gender Balancing (Curriculum); *Gender Issues; Michigan

This study examined the extent to which gender issues are incorporated into teacher education programs. Two separate lines of research informed and supported the study. The first related to research on gender issues in the school curriculum and environment, in the disciplines of education and teacher education, and in educational reform movements. The second line of scholarship related to feminist theory and feminist analyses of schooling. Two survey instruments were given to administrators and faculty at 30 teacher preparation knowledge, and in general, poorly taught. Students often consider courses in theory less practical than courses in instructional methods or subject matter, and most students lack the philosophical perspective for analysis, or the experience to understand and relate to the material. The literature, however, also indicates that educational foundations rightfully belong in the teacher education curriculum and may be seen as the bridge between general education and pedagogy. An example is given of an undergraduate foundations course at a small East Coast state university that was made relevant by tying it to the real world of education. In addition to traditional course elements of history, philosophy, sociology, finance, and governance, students were required to attend a school board meeting, interview an education official, and spend time in both a special education and a regular education classroom. Though students had anticipated that foundations courses would be uninteresting or irrelevant, informal evaluations indicated that students found the material both relevant and interesting, and they predicted it would prove useful in their preservice teacher education. The findings suggest foundations studies can provide a counterbalance to a preponderance of skill training in the preparation of preservice teacher candidates. (Contains 22 references.) (ND)

ED 385 520 SP 036 141

Baker, Robert L.; Grayson, Judith A.
USC Metropolitan Teacher Education Program: A Follow-up of Its Graduates.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *College School Cooperation; Elementary Secondary Education; *Extended Teacher Education Programs; Higher Education; Knowledge Base for Teaching; *Preservice Teacher Education; Principals; School Districts; *Teacher Evaluation; Teacher Qualifications; *Teaching Skills; Urban Schools
IDENTIFIERS- Teacher Principal Relationship

A preliminary study was conducted of the University of Southern California Metropolitan Teacher Education Program, a 5-year program designed to ensure a "tight connection" with the metropolitan schools in the area, with emphasis on the development of professional collegial "teams" of master teachers in inner city schools, program coordinators, faculty, and student teachers. Both graduates and school principals who had hired graduates of the program were surveyed. First-year teachers (n=108) were asked to reflect on their preservice teacher education experiences and how well prepared they felt to accept a first-year teaching assignment; the school principals were asked to respond to the same items. Results of the study suggested that methods of instruction and student teaching elements are functioning effectively. Analysis of the data indicated agreement between first-year teachers and their principals that perception of overall preparation for first-year teaching was good; there was also agreement that graduates' subject matter preparation was not good, though there was agreement that graduates' procedural and technical skills were high. Additionally, findings suggested the overall relationship between psychological well-being and sports participation, some of it is inconclusive. Many methodological issues are present in the literature on both sports participation and exercise. The mixed findings can partially be attributed to poorly established methodology. For instance, the general failure of researchers to adequately define psychological well-being was a major roadblock. Similarly, excessive reliance on survey and questionnaire studies yielded results that were predictable and limited. In the final analysis, four of the seven exercise studies that were examined pointed to a relationship between exercise and well-being. Five of 11 sports participation studies reviewed also showed evidence for a connection. Possible explanations for the mixed findings include poorly defined terms, use of improper measurement tools, and inadequately designed studies. (Contains 42 references.) (JB) (Author/JB)

ED 385 539 SP 036 164

Folsom-Meek, Sherry L.; And Others
Attitudes of Preservice Physical Education Teachers toward Teaching Students with Mild Disabilities.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Portland, OR, April 1995). For a related document, see SP 036 165.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adapted Physical Education; *Behavior Disorders; Elementary School Students; Elementary Secondary Education; Higher Education; *Learning Disabilities; Mainstreaming; *Mild Mental Retardation; *Physical Education; Preservice Teacher Education; Secondary School Students; *Teacher Attitudes
IDENTIFIERS- *Preservice Teachers

This study compared physical education majors' attitudes toward teaching students classified as behaviorally disordered (BD), mildly mentally retarded (MiMR), and learning disabled (LD). These types of students are likely to receive physical education in a regular class setting. Currently enrolled in an introductory adapted physical education course, physical education teaching majors (n=1,081) from colleges and universities in 30 states completed the Physical Educators' Attitude Toward Teaching Individuals with Disabilities (PEATID-III) Preservice Version during the last 2 weeks of the semester or quarter. All institutions meeting criteria were given the opportunity to participate. Based on the 5-point Likert scale of the PEATID, results showed that preservice teachers had a mean total attitude score of 3.51 toward teaching students with these disabilities. Favorable attitudes, in descending order, among the participants were LD, MiMR, and BD. Results suggest the need for offering preservice physical education teachers structured practical experiences to foster acceptance of students with behavioral disorders and mild mental retardation. (Contains 21 references.) (Author/JB)

ED 385 540 SP 036 165

Folsom-Meek, Sherry L.; And Others
Relationships between Preservice Physical Education Teacher Attributes and Attitude toward Students with Mild Disabilities.
PUB DATE- Apr 95

initial scoring run, the program agreed highly with the raters' mean item scores for some questions and improved its concurrence substantially as modifications to the automatic scoring process were made. By the final run, correlations between the program and the raters on item scores ranged from .89 to .97, and mean human-machine discrepancies ran from .6 to 1.1 on a 16-point scale. At the individual hypothesis level, the proportion agreement, given the large disproportion of correct responses in the sample, was little better than chance. F-H items might be more effectively scored by a semiautomatic system that combines machine processing with a small number of human judges, and a preliminary configuration for such a process is presented. Appendix A discusses scoring iterations and modifications to the tool, and Appendix B presents changes to the scoring tool's interface. (Contains 5 figures, 9 tables, and 14 references.) (Author/SLD)

ED 385 559 TM 023 981

Golub-Smith, Marna; And Others
Topic and Topic Type Comparability on the Test of Written English.
PUB DATE- Mar 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Charts; Comparative Analysis; *English (Second Language); Essay Tests; Graphs; *Scoring; Writing (Composition); *Writing Evaluation
IDENTIFIERS- *Essay Topics; Explicitness; Test of English as a Foreign Language; *Test of Written English; Writing Prompts

The Test of Written English (TWE), administered with certain designated examinations of the Test of English as a Foreign Language (TOEFL), consists of a single essay prompt to which examinees have 30 minutes to respond. Questions have been raised about the comparability of different TWE prompts. This study was designed to elicit essays for prompts that differed both in subject matter (topic) and in level of explicitness with which the essay task was presented (topic type). Eight different prompts were spiraled worldwide at the October 1989 TOEFL administration, with each prompt eliciting approximately 10,000 essays. Results of the analyses indicated that there were small differences among the prompts. The most notable differences were obtained among the scores for topics using the most explicit comparison. Across all the prompts, the chart-graph topic with the explicit comparison statement produced the highest mean scores. Because it was the first study to focus on the comparability of prompts in a major testing program, the authors had difficulty making definitive statements about the meaningfulness of the obtained differences. Such differences may warrant further consideration by the TOEFL program. Two appendixes present prompts and scoring guidelines. Fifteen tables present analysis results. (Contains 17 references.) (Author/SLD)

ED 385 560 TM 023 982

Grandy, Jerilee; Robertson, Nancy
Change in Field of Study from Undergraduate to Graduate School: Creation of a GRE Data Base for Studying Talent Flow. GRE Board Professional Report No. 86-12P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Apr 92
NOTE- 134p.

particular form is determined by the examinee. When different forms are administered, a canon of good testing practice requires that those forms be equated to adjust for differences in their difficulty. When the items are chosen by the examinee, traditional equating procedures do not strictly apply. In this paper, how one might equate with an item response theory (IRT) framework is explored. The procedure is illustrated with data from the College Board's Advanced Placement Test in Chemistry taken by a sample of 18,431 examinees. Comparable scores can be produced in the context of choice to the extent that responses may be characterized with a unidimensional IRT model. Seven tables and five figures illustrate the discussion. (Contains 19 references.) (Author/SLD)

ED 385 580 TM 024 018

Donoghue, John R.
An Empirical Examination of the IRT Information in Polytomously Scored Reading Items.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Item Response Theory; *Multiple Choice Tests; *Reading Tests
IDENTIFIERS- Empirical Research; *Information Function (Tests); National Assessment of Educational Progress; Partial Credit Model; Polytomous Items; *Polytomous Scoring; Short Answer Tests; Weighting (Statistical)

One question about polytomous items (which yield responses that can be scored as ordered categories) concerns how much information such items yield? Using the generalized partial credit item response theory (IRT) model, polytomous items from the 1991 field test of the National Assessment of Educational Progress Reading Assessment were calibrated with multiple choice and short, open-ended items. The expected information of each type of item was computed. On average, four-category polytomous items yielded 2.1 to 3.1 times as much IRT information as dichotomous items. These results provide limited support for the ad hoc rule of weighting "k" category polytomous items the same as "K-1" dichotomous items for computing total scores. Comparing average values, polytomous items provided more information across the entire proficiency range and more information about examinees of moderately high proficiency. When scored dichotomously, information in the extended open-ended items sharply decreased. However, they still provided more expected information than did the other response formats. For reference, a derivation of the information function for the generalized partial credit model is included in an appendix. Four tables and five figures illustrate the analysis. (Contains 17 references.) (Author/SLD)

ED 385 581 TM 024 019

Freedle, Roy; Kostin, Irene
The Prediction of TOEFL Reading Comprehension Item Difficulty for Expository Prose Passages for Three Item Types: Main Idea, Inference, and Supporting Idea Items.
PUB DATE- May 93
NOTE- 56p.
LANGUAGE- English

(TM) software by Asymetrix and other programs. The test was designed to replicate some parts of the current GRE music test and to introduce aural questions not currently testable in a paper and pencil format, such as recognition of intervals and chords. The developed test was pilot tested twice in 1992 with 27 and 70 test takers, respectively, all music students with varying amounts of training. A scoring algorithm was developed to simulate expert human judgment of a particular response. The difficulties inherent in test development, administration, and scoring make it apparent that standardized tests using multimedia software need much more development before they can be implemented. Significant resources must be devoted to this development, but such tests could be possible within the next 5 to 10 years if the personal and financial commitments are made. Four appendixes contain the computer screens of the experimental test, the test taker questionnaire, a presentation of performance data (13 tables), and 2 tables of validity data. (SLD)

ED 385 602 TM 024 052

Norback, Judith Shaul; And Others
Job Analysis of the Knowledge Important for Newly Licensed/Certified Teachers of Art. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Jul 93
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art; *Art Teachers; *Beginning Teachers; Higher Education; Job Analysis; *Job Skills; *Knowledge Base for Teaching; *Licensing Examinations (Professions); Teacher Certification; Teacher Evaluation; Test Construction
IDENTIFIERS- *Praxis Series; Subject Content Knowledge; *Test Specifications

A job analysis was conducted to determine the knowledge important for newly certified or licensed teachers of art. The results of this job analysis will be used to develop test specifications for the art assessment of The Praxis Series of Professional Assessments for Beginning Teachers and to support the content validity of the assessment. Three successive drafts were reviewed and revised by advisory committees comprised of art teachers, teacher educators, and state administrators. The final draft domain consisted of 8 major knowledge areas and 307 knowledge statements. The revised domain was subjected to verification through a national survey mailed to 519 art teachers, 41 administrators, and 255 college faculty for a total of 815 practicing professionals who were asked to rate the importance of the knowledge statements. Of the 307 statements, 102 failed to meet the cutoff point for one or more subgroups of respondents. The remaining 205 statements should be used to develop test specifications for the assessment of knowledge for art teachers. Six appendixes contain supplemental information and the survey itself. Five tables present study findings. (Contains four references.) (SLD)

ED 385 603 TM 024 055

Messick, Samuel
Human Abilities and Modes of Attention: The Issue of Stylistic Consistencies in Cognition.
PUB DATE- Oct 93

Elementary Secondary Education; English (Second Language); Foreign Countries; Grammar; Higher Education; *Language Acquisition; Language Attitudes; *Language Impairments; Language Patterns; Language Research; Language Variation; *Linguistic Theory; Second Language Instruction; Second Language Learning; Speech Impairments; Student Attitudes; *Student Evaluation; *Theory Practice Relationship; Writing Instruction
IDENTIFIERS- Japanese People

Papers from a British conference on applied linguistics address various aspects of evaluation and language. Articles include: "Grammar and Language Impairment: Clinical Linguistics as Applied Linguistics" (Paul Fletcher); "Putting Our Practice Into Theory" (Deborah Cameron); "Applied Linguistics as Evaluation of Theory and Practice: (Inter)Relating the Problems of Learners, Teachers and Therapists" (Martin Bygate, Carolyn Letts); "Writing in Another Culture: The Value of Students' KAL in Writing Pedagogy" (Simon Pardoe); "Japanese College Students' Attitudes Towards Non-Native Varieties of English" (Hiroko Matsuura, Reiko Chiba, Asako Yamamoto); "Evaluating Computer Language Learning from the Learners' Point of View" (Phil Scholfield, George Ypsiladis); "Narrative Analysis: Applying Linguistics to Cultural Models of Learning" (Martin Cortazzi, Lixian Jin); "Assessing Spontaneous Language Abilities of Aphasic Speakers" (Susan Edwards, Michael Garman, Raymond Knott); and "Language Play in Advertisements: Some Implications for Applied Linguistics" (Guy Cook). (MSE)

ED 385 156 FL 023 159

McEntee, Lisa J.
Deaf Children Interacting with Deaf Parents: A Key to Understanding the Transition from Pre-Linguistic to Linguistic Communication.
PUB DATE- Mar 94
NOTE- 11p.; Paper presented at Sociolinguistics 10 (Lancaster, England, United Kingdom, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Caregiver Speech; Child Language; *Deafness; Foreign Countries; *Language Acquisition; Language Research; *Mothers; *Parent Child Relationship; Parent Influence; Parent Role; *Total Communication

This paper investigates several features of deaf mothers' behavior that have been identified as playing crucial roles in facilitating natural language acquisition in deaf children, including gaining the attention of the child, modification of the structure and content of adult language or motherese, and maintenance of communication and periods of joint attention. Issues and features of mother/child interaction in sign language and manual/visual interaction modalities are examined. Deaf mothers spend much of the first year of their child's life establishing visual communication. This may be just as, if not more important than the quality of linguistic input in child language learning. Knowledge of deaf motherese has important implications for hearing mothers of deaf children, and can be most effectively in organized intervention programs to help mother/child interaction. Through the study and comparison of the acquisition of language or communication in deaf children of deaf and hearing parents, the transition from pre-linguistic to linguistic communication can be better understood. Findings will have practical application in sensitizing hearing parents

PUB DATE- Mar 95
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Languages; *Canada Natives; Dialects; Foreign Countries; *Indigenous Populations; Language of Instruction; *Language Role; *Language Standardization; *Literacy Education; *Native Language Instruction; Public Policy; Standard Spoken Usage; Uncommonly Taught Languages
IDENTIFIERS- *Ontario

This report provides an update on Ontario's Aboriginal Language Standardization Project at the 2-year mark. The project was designed to ensure the revitalization of Ontario's native aboriginal languages and to meet the needs of aboriginal populations in doing so. An introductory section recounts the project's origins. Subsequent sections address the following topics: the number of aboriginal languages in Ontario, and literacy status within each; language standardization and dialects; the standardization and codification objectives of the original project; the nature and status of aboriginal language literacy initiatives; the roles of Ontario government ministries in promoting aboriginal language maintenance; and the role and participation of the aboriginal peoples in this effort. Appended materials include information on the aboriginal languages and their distribution in Ontario, and listings of school-based and other aboriginal language and literacy programs in which the languages are either a subject or a medium of instruction. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 176 FL 801 030

Huss-Lederman, Susan
Designing a Multimedia ESL Learning Center. Participant Guide.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Computers; *Computer Software; Computer Software Evaluation; Courseware; *English (Second Language); *Equipment Evaluation; Instructional Materials; *Learning Centers (Classroom); *Literacy Education; Models; *Multimedia Instruction; Program Design; Publishing Industry; Recordkeeping; Records (Forms); Second Language Programs

This training module is intended for individuals involved in the development and administration of learning centers for adult English-as-a-Second-Language (ESL) instruction. It focuses on the design of multimedia (ESL) learning centers and the equipment and materials used in them. It begins with a description of learning center models and issues to address in selecting one, including use of the models in existing program circumstances or use in expansion to serve new populations. Following this are exercises to aid ESL professionals in evaluation of software for language learning and integration of computer-assisted language learning (CALL) into ESL instruction. Finally, strategies for acquiring hardware and software efficiently and effectively are discussed. Appended materials include an overview of hardware options, descriptions

Higher Education; *Private Colleges; *Private Education;
*Socioeconomic Influences
IDENTIFIERS- *Ukraine

This paper provides an overview of higher education in Ukraine, focusing on the small number of private institutions of higher education which have either begun embryonic operation since Ukraine's independence in 1991 or are currently seeking licenses from the Ministry of Education. It examines the history of postsecondary education in Ukraine, the current state of the nation's educational system, and the economic dislocations that have affected state-controlled higher education in recent years. The paper then discusses the finance, governance, and function of private higher education in Ukraine, and the role of the Ministry of Education in licensing or accrediting the estimated 200 or more private institutions. It provides brief profiles of six private institutions, and concludes by observing that in their brief existence the private institutions have appeared to be highly innovative and responsive to the changing educational needs precipitated by the breakup of the Soviet Union and the changing economic environment in Ukraine. (MDM)

ED 385 196 HE 028 462

Arnold, Louise; And Others
Professional and Personal Characteristics of Graduates as Outcomes of Combined Baccalaureate-MD Degree Programs.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Degrees (Academic); *Educational Attitudes; Employment Experience; Graduate Surveys; Higher Education; *Medical Education; National Surveys; *Physicians; Professional Development; *Program Length; Public Service; Scholarship; *Undergraduate Study
IDENTIFIERS- *Combined Degrees

A multi-institutional database has been established to characterize selected aspects of the professional and personal lives of physicians 5 to 10 years after graduation from combined baccalaureate-M.D. degree (CD) programs. The purpose of this study is to explore whether these graduates' attitudes toward their education, their practice patterns, their accomplishments, and their professional and personal values vary according to the type of program they attended. This study examined the professional and personal characteristics of 799 physicians who had graduated from combined baccalaureate-M.D. degree (CD) programs between 1983-1987. The study found that graduates from 6-year programs indicated that they were better prepared for their medical careers, overall, than did graduates from longer programs. Graduates of 7- and 8-year programs spent more time teaching than did their 6-year counterparts, and graduates of 6-year programs were much more likely to be in clinical settings in the private practice of medicine than graduates from the longer programs. The study also found that 6-year graduates had higher mean scores for their accomplishments in professional and community service, whereas 7- and 8-year graduates achieved higher mean scores for accomplishments in scholarly activities. Overall, the study found relatively few differences in graduates' professional and personal text, video, and interactive multimedia computer), and cost control through a large scale collaborative approach. A number of educational topics were identified and broken down into the following 10 basic courses: (1) Introduction to Technology Transfer; (2) Technology Sale and Licensing; (3) Technology Acquisition and Implementation; (4) Developing a Technology Transfer Plan; (5) Technology Validation: Technical, Market, Economic and Legal; (6) Resources for Technology Transfer; (7) Transfer Structures; (8) Pricing Technology; (9) Technology Transfer Methods and Techniques; and (10) Practical Studies in Technology Transfer (internship). The syllabi developed for each of these courses is provided. Additional topics for advancement and specialty courses, and a number of prospective collaborative participants are identified. Cost of development of educational materials and the attendant costs of presentation are detailed. (MAS)

ED 385 216 IR 017 207

Colorado Technology Transfer Plan for Economic Development.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.
PUB DATE- May 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Development; *Information Dissemination; Information Transfer; Private Sector; Public Sector; Research and Development; Scientific and Technical Information; *Strategic Planning; Surveys; *Technology Transfer
IDENTIFIERS- *Colorado

Recognizing the importance of technology transfer to economic growth, the U.S. Economic Development Administration (EDA) provided the Colorado Advanced Technology Institute (CATI) with a grant to coordinate the development of a plan for using technology transfer in Colorado's economic development. The plan, outlined in this report, describes the broad infrastructure development that would facilitate technology transfer within Colorado, encompassing the diverse views of an emerging technology transfer coalition in Colorado that is composed of people and organizations who use technology transfer as a tool in their work. To evaluate the actual extent, understanding, and needs of technology transfer in Colorado, CATI conducted two surveys: one sent to 2,379 Colorado companies with a response rate of 18.7%, and the second to 307 local, state, and federal economic development and technology transfer organizations, with a 30.3% response rate. Based on the survey results, 15 recommendations are detailed, organized into 4 categories: General, Informational, Financial, and Educational. The plan's recommendations aim to enable the emergence of characteristics identified as underlying successful public and private sector initiatives in technology-based economic development, and strengthen Colorado's economy. Two appendices provide citations to 11 subcontracted background studies and information about 9 model demonstration project plans. (MAS)

ED 385 217 IR 017 214

DeJean, Jillian; And Others
CD-ROM Talking Books: A Case Study of Promise and Practice.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Jun 95

evaluation even more essential than for print resources. Computer access opens new prospects for students, and its potential is particularly apparent in the field of education. Some suggestions are given for teaching students of education to search computer archives, with descriptions of the ERIC system, the Archie and Veronica search tools, and 15 sample screens. An appendix lists search steps. (Contains 11 references.) (SLD)

ED 385 234 IR 017 245

Stuhlmann, Janice M.; Hochella, Jeradi A.
An Analysis of Communications between Elementary Students and Storybook Characters Participating in an On-line Conference.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; Childrens Literature; *Childrens Writing; *Computer Mediated Communication; Computer Uses in Education; Elementary Education; High Schools; High School Students; *Teleconferencing; Writing Attitudes; *Writing Skills

This study investigated the writing of elementary and high school students who participated in an on-line conference called Elementary Books over a two-year period, from 1992-1994. During this period, exchanges between a third- and a fifth-grade class and two high school English classes in different geological regions of Virginia were analyzed to determine message content, sentence structure, and the impact of writing for real audiences. Four different types of information were exchanged: story facts, personal information, story-related information, and references to other books. Students used three different types of sentences in their writing: simple (subject and verb), sentences that contained at least one prepositional phrase, and sentences that contained a conjunction to produce a compound or complex sentence. Findings indicated that telecommunications provided an authentic medium for communications with real audiences, fostered the establishment of personal connections between participants, and changed students's perceptions of writing. Through these experiences, students were able to take greater responsibility for their own learning tasks and practice skills in meaningful contexts. Findings are illustrated in two figures. (Contains 21 references.) (Author)

ED 385 235 IR 017 246

Azevedo, Roger; Bernard, Robert M.
The Effects of Computer-Presented Feedback on Learning from Computer-Based Instruction: A Meta-Analysis.
PUB DATE- 95
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Computer Uses in Education; *Feedback; Foreign

EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; Adult Learning; Adult Literacy; *Extension Education; Institutional Cooperation; Library Services; *Lifelong Learning; *Public Libraries
IDENTIFIERS- *Community Based Education

This conference explored the relationship between the public library, community-based adult education, and lifelong learning. The eight commissioned papers presented include: "Community Based Adult Jewish Learning Program: Issues and Concerns" (Paul A. Flexner); "Rural and Small Libraries: Provisions for Lifelong Learning" (Bernard Vavrek); "Current Practice and Potential: Research and Adult Education in Museums" (Annie V.F. Storr); "Community Based Organizations and the Delivery of Lifelong Learning Opportunities" (Michael W. Galbraith); "On Learning to (Un)Learn for a Better Life" (Elio DeArrudah); "Adult Literacy and Life-Long Learning: Essential Issues" (Anita Ford Allen and Sylvia W. Keene); "Public Libraries, Lifelong Learning, and Older Adults: Background and Recommendations" (Connie Van Fleet); and "The Cooperative Extension System: A Facilitator for Access of Community-Based Education" (Barbara A. White and Byron Burnham). (MAS)

ED 385 253 IR 017 334

Galbraith, Michael W.
Community-Based Organizations and the Delivery of Lifelong Learning Opportunities.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 30p.; One of eight commissioned papers presented at the conference "Public Libraries and Community-Based Education: Making the Connection for Life Long Learning." For the collected commissioned papers, see IR 017 333. For each commissioned paper separately analyzed, see IR 017 334-341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Characteristics; Community Cooperation; Community Programs; *Lifelong Learning; Nonformal Education; Research Needs
IDENTIFIERS- *Community Based Education

A framework for conceptualizing community-based education and lifelong learning is presented and examined. The connection between community-based education and lifelong learning is made, as well as recommendations for research that require attention if this connection is to become a reality. The paper begins by defining community, community-based education, and lifelong learning and education. Lifelong learning is examined in terms of dimensions and psychological aspects. The connection between community-based educational and lifelong learning is then made, differentiating among formal, nonformal, and informal community-based education. A research question which needs to be asked concerns whether or not the opportunity of lifelong learning through community-based education is recognized by community-based providers and the community residents themselves. It is asserted that it is essential to investigate the realities of communities--what is actually going on or not going on to enhance lifelong learning. Fourteen specific research questions concerned with determining the community's status in lifelong learning are presented. Additional recommended research themes are the use of

Program" project. The project was designed to assist the State Library of Florida in developing a long-range plan for youth services and to link the public library effort to "Blueprint 2000," the Florida education goals, and the federal educate America Act: Goal 2000. In addition, the project provides a profile of the local public libraries' needs in youth services. This executive summary highlights findings from the data collection and the overall recommendations. Various data sources used are outlined: focus groups, questionnaires, State Library documents, and staff interviews. Highlights concerning the state of youth services in Florida public libraries are provided from data gathered from both the librarian and client (parents and caregivers, young adults, and children) focus groups. Questionnaire results highlights include: critical needs in youth services, youth statistics, collaborative activities, staffing, and access. Staff interviewees recommended various roles for the State Library: communicating; training; advocacy; networking; consulting; and collaborating. The following themes arose from both focus groups and questionnaires, and are summarized in this report: satisfaction and importance ratings; use of State Library services; ways the State Library can help; and priorities for the State Library of Florida. Nine general recommendations on State Library youth services and three recommendations related to the LSCA (Library Services and Construction Act) long-range plan are listed. (MAS)

ED 385 272   IR 055 554

A Citizen's Guide on Using the Freedom of Information Act and the Privacy Act of 1974 To Request Government Records. First Report by the Committee on Government Reform and Oversight. House of Representatives, 104th Congress, 1st Session.
PUB DATE- 95
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Confidential Records; Disclosure; *Federal Legislation; *Freedom of Information; *Government Publications; Information Dissemination; Laws; Privacy
IDENTIFIERS- *Freedom of Information Act; *Privacy Act 1974

This report explains how to use the Freedom of Information Act (FOIA) and the Privacy Act of 1974. It reflects all changes to the laws made since 1977: major amendments to the Freedom of Information Act passed in 1974 and 1986; a major addition to the Privacy Act of 1974 was enacted in 1988; and minor amendments to the Privacy Act were made in 1989 and 1990. This guide is intended to serve as a general introduction to the Freedom of Information Act and the Privacy Act. It offers neither a comprehensive explanation of the details of these acts nor an analysis of the case law. The guide will enable those who are unfamiliar with the laws to understand the process and to make a request. Sections of the guide include: "How to Use This Guide"; "Which Act to Use"; "The Freedom of Information Act"; and "The Privacy Act of 1974." Appendices provide sample request and appeal letters, bibliographies of congressional publications on both the FOIA and the Privacy Act of 1974, and the text of the FOIA and the Privacy Act of 1974. (MAS)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Libraries; *College Faculty; Evaluation Criteria; Faculty Evaluation; *Faculty Workload; Higher Education; *Librarians; Library Personnel; Scheduling; *Working Hours
IDENTIFIERS- Western Illinois University

In the January 1988 issue of "Library Administration & Management," an article titled "The Dilemma of Library Faculty Workload: One Solution" described the efforts of the library faculty at Western Illinois University to achieve a more equitable situation compared to other faculty on the campus. A totally new approach to the traditional structured workweek was devised, consisting of two-thirds of the workweek specifically scheduled, with the remaining one-third to be "activity or action" result oriented for which one could accomplish goals and tasks at one's own discretion. Certain aspects of these guidelines were considered cumbersome and difficult to understand. A desire to clarify such confusion led the library in seeking a different model that would still be consistent with other faculty. It was understood that library faculty could not achieve the direct one-to-one parity in terms of scheduled hours compared to lecture classroom faculty. Western Illinois University issues Credit Unit Equivalencies for all faculty. The normal range is 9-12 contact classroom hours (CUES) for each semester. Traditionally and contractually, faculty with assignments that are not the typical classroom instruction format are issued alternative guidelines, in the form of a 2:3 ratio: for every two CUES taught per week by regular classroom faculty, these others will be scheduled for 3 class hours. As with all other faculty, there would be 4 office hours per week, and research and service responsibilities would be the responsibility of the faculty member to be conducted outside the 9-12 CUES of primary duty. The application of evaluation criteria is outlined, including two evaluation forms. Western Illinois University's Credit Unit Equivalencies are listed. (MAS)

ED 385 292 IR 055 578

Ford, Stephanie
Public Access to Electronic Federal Depository Information in Regional Depository Libraries.
PUB DATE- Jul 95
NOTE- 50p.; Master's Paper, University of North Carolina at Chapel Hill.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Cataloging; *Depository Libraries; *Electronic Text; Federal Government; *Government Publications; Librarian Attitudes; Library Collections; Library Equipment; Library Personnel; Library Services
IDENTIFIERS- Association of Research Libraries; Government Printing Office; Internet

This study describes regional depository institutions, the organization of their document collections, the staffing of their documents departments, and factors relevant to their providing access to electronic government information. Surveys were sent to 53 regional depository libraries in March 1995. Forty-one of the 53 libraries responded (77% response rate). A description of the basic characteristics of all 41 responding likely to become available; and (9) barriers within the existing structure should be razed and leveled. Since 1989, Virginia's Blue Ridge Community College has experimented with a decentralized approach, and the first decentralized strategic plan was published in 1991. Although application of the plan has been uneven, the college community has supported the plan and has been optimistic. (Contains 14 references.) (KP)

ED 385 309 JC 950 378

Williams, Fred D.
Development of a Disabled Student Services Program at Jackson State Community College.
PUB DATE- Mar 94
NOTE- 66p.; Ed.D. Practicum paper, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Accessibility (for Disabled); Advisory Committees; *College Students; Community Colleges; *Disabilities; Evaluation Methods; Legal Responsibility; Program Design; Program Development; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- Americans with Disabilities Act 1990; Jackson State Community College TN

A project was undertaken at Jackson State Community College (JSCC), Tennessee, to determine an appropriate plan to develop a disabled student services (DSS) program which would coordinate existing fragmented services and add additional services. A literature review was first conducted to determine legal obligations of the Americans with Disabilities Act (ADA) and standards and essential components of DSS programs. A Specials Needs and Concerns Committee was then established to help ascertain needs of disabled students and develop goals for the program. Following a review of findings from an ADA self-study conducted at JSCC, mission and goals statements were developed for the new program and distributed to the Committee for evaluation. Finally, methods were developed to evaluate the effectiveness of the DSS program utilizing quantitative and qualitative measures and were evaluated by DSS administrators at Tennessee institutions of higher education with successful programs in place. In the development of the program, the following conclusions were made: (1) JSCC has a legal obligation to provide a more comprehensive program for disabled students; (2) college employees must receive training to better understand disabled students' psychological, emotional, and physical needs; (3) there should be one individual responsible for coordinating DSS; and (4) the purpose and goals of DSS must be clearly articulated to the college community. (Contains 16 references.) (Survey forms used to gather campus opinions and the program mission statement are appended.) (KP)

ED 385 310 JC 950 379

Cohen, Arthur M.
Indicators of Institutional Effectiveness. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive

historical documents in full text; (2) Internet Wiretap, providing White House press releases, laws, and legal documents; and (3) the U.S. Department of Education WWW Site which provides information on legislation, programs (such as Goals 2000 and School-to-Work), publications, statistics, and educational software. The article also describes and lists listservs of particular interest to CC practitioners. (Includes a list of publications which provide basic information about the Internet.) (KP)

ED 385 327   JC 950 401

Bisse, Wulf Hinrich
Math Anxiety Workshop, 1993: A Program Developed for the Math Anxious Student at All Levels, but Predominantly at Developmental Levels.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; College Mathematics; Community Colleges; Instructional Effectiveness; Instructional Improvement; Instructional Innovation; *Mathematics Anxiety; *Mathematics Instruction; *Mathematics Materials; Psychological Needs; School Phobia; *Student Needs; Two Year Colleges; *Two Year College Students

Research among college students has shown that the study of mathematics generates anxiety reactions among students who are not necessarily highly anxious in other situations. Because high levels of anxiety can devastate a student's ability to perform, a math anxiety workshop was field tested in 1993 at the Mohave Valley Campus of the Mohave Community College (MCC) in Arizona. The workshop was offered in 2 sections and was attended by 30 students. The program, based on the findings of a study about the needs of students with math anxiety, concentrated on preparing students for math tests and the study of mathematics through reducing time pressures, reducing the amount of material to be memorized, increasing homework load to increase proficiency, and utilizing relaxation techniques. Instructors were encouraged to participate in assessment and placement of students, address different learning styles, and reduce anxiety levels in classrooms. Exam anxiety was to be reduced through open note or open book exams, group or team exams, take home exams, providing students with study sheets, and replacing long, periodic exams with short, daily quizzes. (Extensive appendixes include the following materials from the workshop: descriptions of audio-visual materials used for motivation, instruction, and relaxation, Math Test Anxiety Scale assessment tool, and positive statements for academic success.) (MAB)

ED 385 328   JC 950 402

Monson, Kyle C.
Using Criterion-Referenced Performance Indicators To Measure On-the-Job Performance of Graduates.
PUB DATE- Aug 95
NOTE- 28p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research (24th, Asheville, NC, August 6-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

scored to varying degrees higher than the lower class sample but lower than the middle class sample. Eight tables and one figure are included. (BAC)

ED 385 346 PS 023 065

Georgiady, Nicholas P.; Romano, Louis G.
Focus on Study Habits in School: A Guide for Teachers and Students To Increase Learning in the Middle School.
PUB DATE- 94
NOTE- 16p.; Cover title is: Focus on Study Habits in School for Middle School Students.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attendance; Child Health; *Classroom Environment; Elementary School Students; Group Dynamics; Intermediate Grades; Junior High Schools; Junior High School Students; *Learning Strategies; *Middle Schools; Notetaking; Student Role; *Study Habits; *Study Skills; *Teacher Role; Teacher Student Relationship; Test Wiseness
IDENTIFIERS- *Middle School Students

This booklet is designed to help middle school students and their teachers analyze in-school study habits, providing 12 specific suggestions to help students succeed academically. Students need to understand the importance of: (1) school attendance; (2) good health; (3) paying attention in class; (4) effective note-taking skills; (5) picking a good seat in the classroom; (6) having the right materials for their assignments; (7) using the proper study skills for large group, small group, and individual learning situations; (8) listening and taking notes in class; (9) passing tests; (10) effective test taking strategies; (11) asking for help when they need it; and (12) teacher-student conferences and dialogue. A list of related resource materials is included. (Contains 11 references.) (MDM)

ED 385 347 PS 023 066

Georgiady, Nicholas P.; Romano, Louis G.
Focus on Study Habits at Home for Middle School Students: A Guide for Parents and Students To Increase Learning at Home.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Educational Environment; Elementary School Students; *Home Study; Intermediate Grades; Junior High Schools; Junior High School Students; Learning Strategies; *Middle Schools; *Parent Role; Reading Skills; *Scheduling; Student Role; *Study; *Study Habits; Study Skills
IDENTIFIERS- *Middle School Students

This booklet is designed to help middle school students and their parents analyze student study habits, plan a study schedule, organize a place to study, and actually study their subjects. Students and parents should analyze a typical day's activities to see how the student spends his or her time, using a chart to fostering social development. It also discusses one teacher's experiences as a first-year middle school teacher, observing that parental involvement played a key role in academic attainment, interest in schoolwork, and social development. It argues that the development of an effective parent teacher association (PTA) or parent teacher organization (PTO), as well as effective and regular teacher-parent communication, is very important in fostering parental involvement at the middle school level. (MDM)

ED 385 366 PS 023 436

Morse, Philip S.; Brand, Lillian B.
Young Children at Home and in School: 212 Educational Activities for Their Parents, Teachers, and Caregivers.
PUB DATE- 95
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Early Childhood Education; Emotional Development; Games; Language Acquisition; *Learning Activities; Listening Skills; Mathematics Skills; *Motor Development; Movement Education; Observation; Parent Child Relationship; Play; Psychomotor Skills; Science Activities; Social Development; *Thinking Skills

This source book is designed to give parents, teachers, and other caregivers of young children more than 200 sample activities for children that are fun, easy, and educationally sound. Chapter 1 introduces principles of early childhood programs, the "home-school connection," and tips on how to communicate with children. This chapter also gives an overview of the book and includes 13 references. The overview briefly describes seven key areas of the child's physical, intellectual, social, and emotional development. These areas correspond with the titles and activities in chapters 2 through 8. Chapter 2 discusses body movement, and includes activities for body awareness and coordinating large and small muscles. Chapter 3 describes listening and hearing activities. The activities in Chapter 4 are centered around language. "Looking and Seeing" is the focus of chapter 5, which includes activities dealing with: (1) recognizing colors; (2) identifying shapes; (3) distinguishing left from right; and (4) learning letters. Chapter 6 provides mathematics activities, while chapter 7 presents science activities. Chapter 8 presents social and emotional development activities, including ones that deal with children's self concepts, relationships, and ideas of responsibility. Each chapter includes a short introduction that discusses the major concepts behind the activities. (BC)

ED 385 367 PS 023 440

Schomberg, Janie
A Rainbow of Planning Resources: Selected Bibliography for Unit Planning.
PUB DATE- Jan 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

poverty"; (6) "High/Scope Perry Preschool Study"; and (7) "How the U.S. Compares with Other Nations' Investments in Children and Families." The report concludes that, rather than developing short-term ways to cut welfare, government policy should invest in the children who now live in poverty in the United States. (Contains 54 references.) (Author/BC)

ED 385 386 PS 023 516

Sniegoski, Stephen J.
Froebel and Early Childhood Education in America.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; Class Activities; *Developmental Stages; *Early Childhood Education; *Educational History; Educational Philosophy; *Intellectual Development; Kindergarten; Nonprint Media; *Play; Religion; *Young Children
IDENTIFIERS- *Froebel (Friedrich); Historical Background

The idea of a special type of education for young children emerged in the United States in the mid-nineteenth century, with the kindergarten movement. The kindergarten was created by Friedrich Froebel, the German educator whose ideas, although no longer popular, can be traced to contemporary early childhood education. Froebel explicitly rejected the Lockeian environmentalist view that a child at birth was a moldable lump of wax or clay and instead viewed children as seeds planted in a garden, which would gradually unfold their inner nature. He attached importance to what originated from children and saw the educational value of play and the use of non-book materials in the school. He also provided a theoretical basis for early childhood education that recognized stages of intellectual growth. Each new interest, activity, or learning grew out of an interest or activity already there, and a child moved from one stage to the next, gradually. Play was the most important phase in the spontaneous development of the child. These concepts developed by Froebel continue to resonate in early childhood education today. Contains 11 references cited in the notes. (SW)

ED 385 387 PS 023 517

Caissy, Gail A.
Early Adolescence: Understanding the 10 to 15 Year Old.
PUB DATE- 94
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Behavior Problems; *Developmental Stages; *Early Adolescents; Emotional Development; Intelligence; Life Events; Moods; Morale; Parent Child Relationship; Parent Role; Peer Influence; Physical Development; Secondary Education; Sex Education; Sexual Identity; *Sexuality; *Socialization; Social Life; Stress Management; Teacher Influence; *Teacher Student Relationship
IDENTIFIERS- *Adolescent Attitudes; *Puberty

include recognizing students for their participation, providing the opportunity to develop as whole persons, establishing mentoring within local communities, and facilitating parental involvement. For curriculum development, guidelines include aligning curricula with the community's needs and goals, including: cultural needs, holistic and spiritual approaches, local knowledge, language, elders, and mentors; using hands-on, cooperative group activities; and ongoing evaluation. Teacher program guidelines include understanding the students' culture; integrating traditional American Indian science, mathematics, and technological knowledge in classroom teaching; employing hands-on, inquiry-based learning, cooperative learning, and problem-solving activities; and making science, mathematics, and technology relevant by including community members and resources in teaching and learning. Three appendices describe the conference; review the literature on barriers to mathematics, science, and technology education for American Indian and Alaska Native students; and list additional resources. (Contains 20 references.) (TD)

ED 385 405 RC 020 143

Safra, Martine
The Educational Infrastructure in Rural Areas.
PUB DATE- 94
NOTE- 38p.; Photographs and sketches may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Consolidated Schools; *Educational Facilities Design; *Educational Finance; *Educational Policy; Elementary Secondary Education; Foreign Countries; Rural Areas; Rural Development; Rural Education; *Rural Schools; School Attitudes; School Community Relationship; School Role; School Size; *Small Schools
IDENTIFIERS- *Infrastructure; Organisation for Economic Cooperation Development

The rural areas in the world are experiencing an identity crisis: for example, in France some areas are losing population, while those that are growing find that the population is changing from agricultural workers to retired persons and blue-collar and white-collar employees. This report, which summarizes discussion at a recent Organisation for Economic Cooperation and Development (OECD) seminar, examines some of the strategies available for redefining the role of schools in changing rural areas. Since rural areas vary considerably, it is impossible to establish a norm for a model school, yet some general points include the need to make decisions in light of children's academic future on the one hand, while, on the other hand, considering the school's role in local development and in the broad debate on revitalizing rural areas. Instead of proposals for a rigid model system, what is needed is consideration, at the site level, of the objectives of each school group. OECD countries seem determined to provide pupils with diverse but genuine solutions, including cooperation, clustering, and the use of new technologies to relieve the isolation of rural schools while expanding the range of social services they provide to their communities. Sections of this report focus on various approaches related to (1) maintenance of small schools versus mergers; (2) school role in meeting student needs and in community development; (3) architectual design of rural schools; and (4) financial considerations in school size, transportation, and new technologies. (TD) journal or conference information (where appropriate), language, descriptors, and the National Agricultural Library call number. Some entries contain an annotation. Also included are indexes by author and subject and information about interlibrary loan from the National Agricultural Library. (LP)

ED 385 423 RC 020 223

Warren, Karen, Ed.; And Others
The Theory of Experiential Education. A Collection of Articles Addressing the Historical, Philosophical, Social, and Psychological Foundations of Experiential Education. Third Edition.
PUB DATE- 95
NOTE- 469p.; For companion volume on the practice of experiential education in schools and higher education, see RC 020 188.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adventure Education; Cultural Pluralism; Educational History; *Educational Philosophy; Educational Psychology; Educational Strategies; *Educational Theories; Elementary Secondary Education; Ethics; *Experiential Learning; *Foundations of Education; Higher Education; Social Problems; *Theory Practice Relationship

This anthology is a compilation of 46 articles on the foundations of experiential education, previously published in the "Journal of Experiential Education." Section I covers philosophical foundations of experiential education, definitions, objectives, influences of John Dewey and Kurt Hahn, and the role of spirituality in the wilderness adventure experience. Section II examines historical foundations, including a history of the Association for Experiential Education, a profile of Kurt Hahn, change and continuity as exemplified by a case study of Outward Bound, and cultural considerations in experientially-based educational reform. Section III addresses psychological perspectives and issues, including the appropriate mix of experiential learning and information assimilation, the transfer of learning in adventure education, internalization of learning, a Piagetian rationale for experiential education, the spiritual core of experiential education, and teaching for psychological maturity and adult effectiveness. Section IV, on social foundations, discusses racism; the contribution of cultural diversity to positive group experiences; a Native American perspective on "borrowing" activities from another culture; use of gender-free language; a male perspective on feminist theory; sharing lesbian, gay, and bisexual life experiences; and service learning in Native communities. Section V, on theory and practice, examines the essence of experiential education, the student-directed college classroom as a model for teaching experiential education theory, the design of intellectual experience, empowerment through education, a group development model for adventure education, and a stage theory approach to linking theory and practice for college student interns. Section VI discusses ethical issues related to justifying the risk of adventure activities to others, connecting ethics and group leadership, ethics and experiential education as professional practice, moral development, and environmental values. Section VII reviews research on experiential education, adventure education, and outdoor leadership training. Section VIII includes nine speeches and opinion pieces. A combined bibliography contains over 200 references. Includes author profiles and an index of original publication dates. (SV)

*Mathematics Instruction; Mathematics Materials; Measurement; Middle Schools; *Number Concepts; *Spatial Ability
IDENTIFIERS- *Connections (Mathematics); *Mathematical Communication; Mathematics Activities; NCTM Curriculum and Evaluation Standards; Number Sense

This volume is a teacher's edition in a series of books that contain open-ended exploration activities and experiments. These activities allow and encourage students to set their own goals, use their own creativity and ideas, investigate the wonders of nature, learn about the workings of real businesses, and draw conclusions from their investigations of these real-life situations. Students participate in many explorations by first making things such as an abacus or a three-dimensional model and then using their creations to complete the exploration or investigation. The 40 activities are grouped under the National Council of Teachers of Mathematics' (NCTM) Curriculum Standards of: communications, spatial sense, measurement, number sense, connections, estimation, and reasoning. Some activities include: Fingerprint Fun: Comparing Characteristics; The Ambitious Architect: Building with Different Shapes; Boat Races: Finding the Formula for Speed; I Forgot Your Birthday: Using the Calculator; Patterns in Art and Other Places: Exploring Tessellations; Twinkle, Twinkle, Many Stars: Estimating How Many Stars Are in the Sky; and It Is, Or Isn't It? Identifying Figures from Characteristics. Each activity contains a teacher's guide that lists: goal, student objectives, guide to the investigation, and vocabulary, along with a description of the activity that includes: an introduction, purpose, materials needed, procedures, observations, conclusions, and suggestions for further study. (MKR)

ED 385 443 SE 056 600

Dyches, Richard W.; And Others
Great Explorations in Mathematics: Grades 9-12. Teacher's Edition.
PUB DATE- 94
NOTE- 220p.; For related documents, see also SE 056 598-599.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Estimation (Mathematics); High Schools; *Mathematics Instruction; Mathematics Materials; Measurement; *Number Concepts; *Secondary School Mathematics; *Spatial Ability
IDENTIFIERS- *Connections (Mathematics); *Mathematical Communication; Mathematics Activities; NCTM Curriculum and Evaluation Standards; Number Sense

This volume is a teacher's edition in a series of books that contain open-ended exploration activities and experiments. These activities allow and encourage students to set their own goals, use their own creativity and ideas, investigate the wonders of nature, learn about the workings of real businesses, and draw conclusions from their investigations of these real-life situations. Students participate in many explorations by first making things such as a conic section through paper folding or a model of the path of a projectile and then using their creations to complete the exploration or investigation. The 40 activities are grouped under the National Council of Teachers of Mathematics' (NCTM) Curriculum Standards of: communications, spatial sense, measurement, number sense, connections, problem solving, and reasoning. Some activities include: The Normal Curve: Developing Normal Curves through

(Geographic); Social Studies

The purpose of this guide is to provide teachers with activities that integrate the lessons of geography throughout the broader curriculum, teaching students to appreciate how geography fundamentally shapes all lives. The five themes of geography (location, place, relationships among places, movement, and regions) are the basis for the hundreds of activity ideas presented in this volume. Activities are arranged by grade level and geographic theme, as well as by content area. They are designed to serve as springboards for development of original lesson plans. The lessons are student-centered with a variety of opportunities available for students to explore the geography themes of each content area. The central focus for each grade level is based on the spiral curriculum (Taba, 1964) with knowledge building on previous knowledge. (EH)

ED 385 463 SO 024 952

Thirunarayanan, M. O., Comp.

Handbook of Science, Technology and Society. Volume I: A Theoretical and Conceptual Overview of Science, Technology, and Society Education.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 92

NOTE- 226p.; For volume II, see ED 356 970.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reference Materials - General (130),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Global Education; Integrated Activities; Interdisciplinary Approach; *Science and Society; Science Education; *Social Influences; Social Problems; Technology Education; Thematic Approach

This handbook is intended to be a ready source of reference for educators who want to find out about STS (Science, Technology and Society). Ideas, strategies, and models for implementing STS in the classroom are provided in this volume. The articles that appear here reflect current thinking in the field of STS education. These articles encompass a wide range of topics including: (1) a debate between proponents of the basic science approach to reforming science education and advocates of the STS approach to reforming science education; (2) historical context of STS education; (3) a framework of STS content; (4) STS in social studies education; (5) STS in language arts education; (6) research on the learning outcomes of students in STS classes compared to the learning outcomes of students in traditional science classes; (7) the role of STS in enhancing student creativity; (8) models and strategies for developing problem-solving, decision-making and issue investigation skills; (9) STS curriculum development; and (10) the future of STS and more. The articles in this volume were either written specifically for this work, or have been published earlier and are reprinted with permission. There is an introduction, over 20 articles related to the topic of STS, a position paper on STS assessment and evaluation in K-12 schools, and excerpts from "Update: Project 2061." (EH)

ED 385 464 SO 024 961

Rojas, Mary Hill; Thomas-Slayter, Barbara

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian History; *Conflict Resolution; Curriculum Guides; Foreign Countries; High Schools; Indochinese; Instructional Materials; Peace; *Presidents of the United States; Public Opinion; Resource Materials; Resource Units; Secondary Education; *United States History; *Vietnam War; *World History
IDENTIFIERS- *Vietnam

This curriculum unit for the study of Vietnam policy has the following goals: (1) student awareness and examination of alternatives to war; (2) student understanding of the process and elements involved in governmental decision making, including that of public opinion; (3) student understanding of their responsibilities and rights as citizens in a democracy; and (4) student responsibility for conducting the activities incorporated into the unit. The organization focus for each unit is a significant decision relating to involvement in Vietnam in each of the five presidential administrations from 1945-1972. The five decisions for analysis include the following: (1) France is permitted to reclaim its colonial empire in Indochina; (2) support of Ngo Dinh Diem in his rejection of national elections as provided in 1954 Geneva Accords; (3) the United States trains and sends military advisors to Vietnam; (4) introduction of combat troops into Vietnam and "Americanization" of the War; and (5) mining of Haiphong Harbor. Within the unit, separate chapters dealing with each decision all include: (1) a chronology of events; (2) a list of individuals involved in the decision and/or in related events of the period; (3) a historical and contextual narrative discussing the decision and any alternatives proposed at the time; (4) suggested student bibliography and a list of documents and other readings suggested for distribution to students (documents and other selections are compiled in Appendix A for reproduction); (5) a detailed selection of suggested student activities; and (6) supplementary teacher bibliography. Events of the time, as seen by key players and the media and appendices providing suggested student readings; a bibliography of items relating to peace and international conflict management; a list of critical thinking skills; and a list of films on Vietnam conclude the volume. (EH)

ED 385 485 SO 025 206

Kimball, Bruce A.
Orators & Philosophers. A History of the Idea of Liberal Education. Expanded Edition.
PUB DATE- 95
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- College Curriculum; College Instruction; *Educational History; Foundations of Education; *General Education; *Higher Education; *Liberal Arts; Undergraduate Study

This book provides a study of the historical evolution of the idea of liberal education. The volume portrays this evolution as a struggle between two contending points of view--one oratorical and the other philosophical--that have interacted, often controversially, from antiquity to present. The study attempts to shed light on the meaning of the phrase "liberal education" and what the purpose and method of undergraduate education should be. Chapters are: (1) "Introduction"; (2)

institutions across Michigan; one survey instrument was given to students participating in one preservice program. Descriptive statistics and measures of central tendency were computed, and qualitative data were analyzed using Glaser's constant comparative method. Findings indicate gender related instruction is lacking in teacher education programs. While faculty and students advocated instruction on gender issues, they were unaware and uninformed about how it related to the classes they taught. This study also found that the absence of such instruction was unrelated to factors such as program accreditation, age and sex of faculty, and presence of program policy--all of which were among obstacles suggested in earlier research. These findings point to the need for a renewed effort to improve gender related discussion and instruction within teacher education programs. Four appendices present: the program survey instrument, the faculty survey instrument, the student survey instrument, and components of literature study project. (Contains 44 references.) (Author/ND)

ED 385 504 SP 036 125

Fallon, Karin
Intensive Education.
PUB DATE- Apr 95
NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; *Instructional Effectiveness; Literature Reviews; *School Organization; *School Schedules; Secondary Education; Teacher Effectiveness; *Time Blocks; *Time Factors (Learning)
IDENTIFIERS- *Block Scheduling; *Intensive Scheduling

This paper is a literature review of intensive education, or "macro block-scheduling." Intensive education is a change in the structure of secondary school organization. It involves organizing the school's schedule for efficiency and effectiveness so students study and teachers teach one subject for 30 days. Students stay with one teacher 4 hours a day, and teachers teach just one 4-hour academic class daily. Teachers and students work with one small group intensively for 30 days, or 120 hours, the equivalent of a Carnegie unit. This review focuses on the following relationships to determine whether they are valid and accurate: (1) intensive education reduces class size, lengthens class periods, and reduces the number of subjects that students take and teachers teach daily; (2) these changes in conditions facilitate the development of changes in the following processes--interactions, teaching methods, involvement with the subject matter, and teacher professionalism; and (3) these processes, made possible by the conditions created, provide opportunities for increases in academic achievement, better relationships, better attendance, and increased satisfaction. The literature appears to validate these relationships through the use of intensive education in private high schools, public summer school programs, block-scheduling in public high schools, and intensive education in colleges. However, to date, the literature reveals no study of intensive education in a public high school during the regular school year. (Contains 28 references.) (ND) preparedness for both graduates and principals was primarily related to the procedures of instruction, with little or no relationship to subject matter knowledge, pre-student teaching academics, and professional socialization and development. (Contains 24 references, 1 figure, and 4 tables.) (ND)

ED 385 521 SP 036 142

Wilson, Elizabeth K.; And Others
Empowering Teachers as Full Partners in the Preparation of New Teachers.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; Higher Education; *Master Teachers; Partnerships in Education; Preservice Teacher Education; Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Teacher Education Programs; *Teacher Supervision
IDENTIFIERS- *Teacher Empowerment; University of Alabama

Research in teacher education suggests the need for alternative approaches to the traditional triad (cooperating teacher, teacher intern, college supervisor) of student teaching or teacher internship programs. This study examines the Clinical Master Teacher (CMT) Program at the University of Alabama. Study participants included 79 Clinical Master Teachers (CMTs) at the elementary, middle, and secondary levels, each meeting the following criteria: (1) five years teaching experience; (2) at least three semesters as a cooperating teacher; (3) participation in professional activities; (4) recommendation by the principal; (5) review by a panel which includes school-based and university-based members; and (6) approval by the university faculty. The CMTs are grouped in teams and work cooperatively in the supervision of a group of teacher interns assigned to the entire team. While each CMT has primary responsibility for one or two assigned interns each semester, all CMTs are encouraged to work with all interns assigned to the team. Findings indicate that the CMTs involved in this program experienced professional growth, particularly in their supervisory abilities; increased self confidence; elevated status among their colleagues; and reduced teacher isolation. Although CMTs were critical of the university supervisor in the traditional triad, they viewed the university's role in the CMT Program as supportive and positive, and felt that university resources were used more effectively in the CMT Program than in the traditional triad. The CMT Program also strengthened the collegial relationships the teachers enjoyed at their school sites. (Contains 15 references.) (ND)

ED 385 522 SP 036 143

Biesta, Gert J. J.
From Manipulation to Communication: Communicative Pedagogy and the Postmodern Crisis of the Subject.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

NOTE- 37p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Portland, OR, April, 1995). For a related document, see SP 036 164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adapted Physical Education; *Behavior Disorders; Elementary School Students; Elementary Secondary Education; Higher Education; *Learning Disabilities; Mainstreaming; *Mild Mental Retardation; *Physical Education; Preservice Teacher Education; Secondary School Students; *Teacher Attitudes; *Teacher Characteristics
IDENTIFIERS- *Preservice Teachers

This study examined the relationships between preservice physical education teacher attributes and attitude toward teaching students classified as behaviorally disordered, mildly mentally retarded, and learning disabled. Currently enrolled in an introductory adapted physical education course, physical education teaching majors (n=1,081) from colleges and universities in 30 states completed the Physical Educators' Attitude Toward Teaching Individuals with Disabilities (PEATID-III) Preservice Version during the last two weeks of the academic term. All institutions meeting criteria were given the opportunity to participate. Based on a 5-point Likert sacle of the PEATID-III, Preservice Version, results showed that preservice teachers had a mean total attitude score of 3.51 toward teaching students with these disabilities. The central phase of the analysis looked at the following attributes: age, number of adapted physical education courses taken, year in school, number of other courses taken relating to individuals with disabilities, hands-on experience, perceived competence, hands-on experience as introductory course requirement, overall educational preparation, and certification level. Results of a forward stepwise multiple regression analysis indicated that perceived competence, overall educational preparation, and hands-on experience course requirement, were significant predictors of total attitude scores. Preservice physical education teachers with favorable attitudes perceived themselves to be competent, rated their overall educational preparation as high, and acquired hands-on experiences with individuals with disabilities as a requirement of the introductory course. (Contains 22 references.) (Author/JB)

ED 385 541 TM 023 833

Hussar, William J.
Projections of Education Statistics to 2005. Pocket Projections.
PUB DATE- Feb 95
NOTE- 13p.; For full report from which these data have been extracted, see ED 379 347.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Graduates; Doctoral Degrees; *Educational Trends; *Elementary Education; Enrollment; *Futures (of Society); *Higher Education; High School Graduates; Masters Degrees; Population Growth; *Prediction; Research Methodology; Sex Differences; Trend Analysis

Every year the National Center for Education Statistics publishes this pocket summary of projections of education statistics. These brief tables give a sampling of what is expected over the

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aptitude; *Change; Course Selection (Students); Databases; *Educational Trends; Engineering; *Graduate Students; Higher Education; *Majors (Students); Matrices; Sciences; Specialization; Talent; Trend Analysis; *Undergraduate Students
IDENTIFIERS- *Data Files; *Graduate Record Examinations

In recent years the Graduate Record Examinations (GRE) files have become recognized as a valuable resource for studies of talent flow, but the length and complexity of the files have made it costly to extract the information. A special GRE talent flow database was designed, covering the years 1978 to 1987, with three different structures: (1) an individual examinee file with one record for each subject; (2) a matrix in which rows correspond to intended graduate fields of study and columns correspond to undergraduate majors; and (3) a matrix that collapses the 100 specific major fields into 10 general fields. All three databases are available on computer files for public use, and the matrixes are available in hard copy. Among the many findings is the steady growth in engineering, physical sciences, and mathematics as graduate fields, as contrasted with the decline and subsequent upswing since 1984 of the other broad fields. The common belief that as numbers entering a field decline, student quality rises, and as numbers increase, student quality declines was not supported. Overall, test takers appeared to choose graduate fields in keeping with their relative verbal and quantitative skills. Five appendixes present supplemental information about the data files and their format. Five tables (39 subtables) present study findings. (Contains 23 references.) (SLD)

ED 385 561 TM 023 983

Freedle, Roy; Kostin, Irene
The Prediction of GRE Reading Comprehension Item Difficulty for Expository Prose Passages for Each of Three Item Types: Main Ideas, Inferences and Explicit Statements. GRE Board Professional Report No. 87-10P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Apr 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Entrance Examinations; Correlation; *Difficulty Level; Higher Education; Inferences; Multiple Choice Tests; *Prediction; *Reading Comprehension; Regression (Statistics); *Test Items
IDENTIFIERS- Explicitness; *Graduate Record Examinations; Main Idea; Scholastic Aptitude Test

This study examines the predictability of Graduate Record Examinations (GRE) reading item difficulty (equated delta) for the three major reading item types: main idea, inference, and explicit statement items. Each item type is analyzed separately, using 110 GRE reading passages and their associated 244 reading items; selective analyses of 285 Scholastic Aptitude Test (SAT) reading items are also presented. Stepwise regression analyses indicated that the percentage of GRE delta variance accounted for varied from 20% to 52% depending on the item type. Details of item predictability were explored by evaluating several hypotheses. Results indicated that: (1) multiple-choice reading items are sensitive to variables

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construct Validity; *Difficulty Level; *Multiple Choice Tests; *Prediction; *Reading Comprehension; Reading Tests; Second Language Learning; Test Format; *Test Items
IDENTIFIERS- Discourse; *Test of English as a Foreign Language; Variance (Statistical)

Prediction of the difficulty (equated delta) of a large sample (n=213) of reading comprehension items from the Test of English as a Foreign Language (TOEFL) was studied using main idea, inference, and supporting statement items. A related purpose was to examine whether text and text-related variables play a significant role in predicting item difficulty. It was hypothesized that multiple-choice reading comprehension tests are sensitive to many sentential and discourse variables and that many of these variables contribute significant independent variance in predicting item difficulty. The majority of the sentential and discourse variables identified in the literature were found to be significantly related to item difficulty within TOEFL's multiple choice format. A significant relationship was found between item difficulty and text and text-related variables, supporting the claim that multiple-choice items yield construct valid measures of comprehension. For the full sample of 213 items, with the equated delta the dependent variable, 33% of the item difficulty variance could be accounted for by 8 variables. Five tables present analysis details, and an appendix gives correlations and regressions for each of three item types. (Contains 43 references.) (SLD)

ED 385 582 TM 024 020

Kim, Sung-Ho
Instability in a Tree Approach to Regression. Program Statistics Research.
PUB DATE- Jan 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Error of Measurement; Models; *Regression (Statistics); Sample Size; *Selection; Simulation
IDENTIFIERS- *Binary Trees

One of the major problems that a tree-approach to data analysis often encounters is the instability of tree-structures. The instability issue must be dealt with before data can be interpreted by this method. Examining instability at a node of a tree provides insight into the instability of the whole tree, because the same theory of instability applies to all the nodes. This paper deals with the instability issue at a single node of a tree. It is assumed that the data are from a regression model, and the factors in that model that affect the instability are examined. Squared-error loss is considered as a criterion for tree-construction (the "ls" criterion in the CART program). The selection rate of a regressor variable at a node of a tree is used as a measure of instability. The selection rate mainly depends on: (1) regression coefficients; (2) (conditional) variance-covariance structure of the regressor variables; (3) the sample size; and (4) noise in the response variable. Simulation results are reported that show patterns of instability for several different settings of regression models. Three figures and six tables illustrate the analysis. (Contains 10 references.) (SLD)

ED 385 583 TM 024 021

NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; *Attention; Cognitive Processes; *Cognitive Style; *Educational Theories; *Intelligence; Memory; Personality Traits
IDENTIFIERS- *Conation; Scanning; *Spearman (Charles)

Spearman's notions of mental energy and mental span presage modern conceptions of attentional resources and working memory as fundamental to intelligence. Viewing attention as the conative directing of the intellect, as "the application of intellectual energy," Spearman's quantitative law of mental span deals with limits on the allocation of attention. Because attentional resources are salient in both historical and current conceptions of intelligence, the occurrence of multiple and alternative modes of attention complicates these theories. Moreover, such consistent individual differences in attentional mode have important implications for the theory and measurement of cognitive processing more generally. Specifically, two broad bipolar factors have been identified that contrast sharp-focus versus broad-focus scanning and signal versus information scanning. These stylistic factors are linked to personality and reflect not only the enhancement of information processing in the focus of attention, but also the possibility of parallel processing in the fringe invoking the potential need for active inhibition of distracting or competing processes--points that were also anticipated by Spearman. (Contains 63 references.) (Author)

ED 385 604   TM 024 534

Doolittle, Peter; And Others
The ERIC/AE Test Locator Service. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Culture Fair Tests; Databases; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Measurement Techniques; *Online Catalogs; Selection; *Tests; Test Use
IDENTIFIERS- Buros Institute of Mental Measurements; Code of Fair Testing Practices in Education; Educational Testing Service; *ERIC Clearinghouse on Assessment and Evaluation; ERIC Digests; Gopher; *Internet

The ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE), the Educational Testing Service (ETS), the Buros Institute, and Pro-Ed (publishing) have collaborated to produce the most comprehensive test locator services available on the Internet. The Test Locator service is located in a subdirectory of the ERIC/AE gopher site. It contains several searchable databases, advice on how to select and evaluate a test, information on fair testing practices and the Code of Fair Testing Practices, and connections to library catalogs that may be useful to anyone searching for specific test information. The ERIC/ETS Test Collection Test File, a joint project of ERIC and the ETS, to the perceptual world of their deaf child, and insights gained may provide vision into the process of language acquisition in general. (Contains 19 references.) (NAV)

ED 385 157 FL 023 162

Blase, Philip; And Others
Kwakiutl Native Americans of the American Northwest.
PUB DATE- 22 May 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Studies; Bilingual Education; Class Activities; Cross Cultural Studies; Curriculum Development; *English (Second Language); *Grade 3; Lesson Plans; Second Language Instruction; Self Esteem; Units of Study
IDENTIFIERS- *Content Area Teaching; *Kwakiutl (Tribe); Native Americans; United States (Northwest)

The theme of this unit is "Kwakiutl Native Americans of the American Northwest." The content is based on the third grade text of the Houghton Mifflin Social Studies curriculum entitled "From Sea to Shining Sea," and includes learning experiences in social studies, math, science, language arts, music, drama, art, and physical education. The text's objectives include: (1) identity who the Kwakiutl were and where they lived; (2) describe their way of life; (3) identify natural resources used by the Kwakiutl; (4) describe their beliefs about nature; (5) identify the importance of woodcarving; (6) describe Kwakiutl canoes and totem poles; and (7) explain how the Kwakiutl used wood carvings in ceremonies. The primary language lessons are the same regardless of which language the students speak, but the fluent English speakers are taught in English, and the other students are taught the lesson in their own language. The main concepts of all eight subjects are covered by the primary language teacher in the primary to support the students' learning in the specially designed academic instruction in English courses. Cross-cultural/self-esteem component of instruction is included in the lessons taught throughout the program. Lessons include homework and a student portfolio that is completed daily. Parent/community involvement is essential and encouraged by a full-time parent/community resource coordinator. Field trips for parents/students and babysitters should also be included. The text includes listings of self-esteem adjectives/actions and vocabulary and guidelines for content outline by subject matter being taught. (NAV)

ED 385 158 FL 023 165

Byram, Michael, Ed.
Culture and Language Learning in Higher Education.
PUB DATE- 94
NOTE- 111p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- College Second Language Programs; *Cultural Context; *Cultural Education; Culture Conflict; Ethnography; Foreign Countries; Foreign Students; Higher Education; *International Educational Exchange; Program Descriptions; Program Design; Second Language Learning; *Second Languages; *Student Exchange Programs; *Study Abroad
IDENTIFIERS- France; Germany; University Center (Denmark);

of software types, an annotated list of practical references, a glossary of computer terms, information on software publishers and vendors, examples of curriculum type and content; and a variety of forms for recordkeeping. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 177 FL 801 031

Curriculum Guide, English as a Second Language for the Workplace, Worker Education Program.
PUB DATE- Jul 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Clothing Instruction; *English (Second Language); Fashion Industry; *Labor Education; Lesson Plans; Limited English Speaking; Literacy Education; Spanish Speaking; *Textiles Instruction; Vocabulary
IDENTIFIERS- Illinois; *Workplace Literacy

This guide describes a worker-centered, holistic, English-language training program for the textile industry in Illinois, now in its fifth funding cycle. The program, which provides training to approximately 500 workers, requires cooperation among business, labor unions, and educational organizations. A 5-unit curriculum covers work issues, health and safety, quality control, work forms, and company rules. Students are encouraged to contribute ideas and materials as well. The program focuses on limited-English-proficient adults, primarily Spanish-speaking, with an average 6 years of formal education. Training focuses on workplace skills, but some personal literacy skills are incorporated into the classes to assist with cultural and lifestyle adaptation. Additional benefits to encourage participation include partial transportation stipends and on-site child care services. A critical part of the program is that workers' individual life and workplace needs become their course of study. Staffing includes a director, program coordinator, training coordinator, eight educational facilitators, and three teachers aides. Program guidelines, lesson plans, and industry-specific vocabulary lists are included. (Contains 38 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (NAV)

ED 385 178 FL 801 032

Adult Education for Limited English Proficient Adults. Fact Sheet 3.
PUB DATE- Feb 95
NOTE- 4p.; For an earlier document, see ED 347 857.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; Adult Literacy; Curriculum Design; Educational Needs; *English (Second Language); Federal Programs; Information Sources; Learning Motivation; *Limited English Speaking; *Literacy Education; Program Design; Second Language Programs; Student Characteristics; Student Evaluation

An overview of adult education programs and services for limited-English-proficient adults is offered. The population targeted by these programs and services is estimated at 4 to 6.5 million United States residents, refugees, and immigrants. Adults and out-of-school youth 16 years and older are eligible for federal adult English-as-a-Second-Language (ESL) programs. Most of characteristics based on the type of CD program they attended. (Contains 16 references and 12 tables.) (MDM)

ED 385 197 HE 028 463

Fraas, John W.
Setting the Process Aim in a Gender Salary Discrimination Study: A Statistical Process Control Approach.
PUB DATE- 4 Mar 95
NOTE- 38p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Hilton Head, SC, March 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Colleges; Higher Education; Institutional Research; Models; Quality Control; *Research Methodology; *Salaries; *Salary Wage Differentials; Sex Differences; *Sex Discrimination; *Statistical Analysis; Universities

This paper presents a procedure by which institutional researchers can determine whether gender-salary discrimination exists at an institution of higher education. The procedure utilizes a statistical quality control tool, which is referred to as setting the process aim. This procedure is based on the premise that salaries are determined by a salary system. Since the values produced by any system will exhibit some variation, the value used to measure the difference between the salaries of the female and male faculty, which is generated by multiple regression analysis of the salary data, will vary from year to year. In order for institutional researchers to determine if the salary system has led to gender-salary discrimination, the noise of the system must be separated from a gender salary discrimination signal. Applying the process aim setting technique to the values obtained from the multiple regression analyses of multi-year data will enable researchers to separate a gender salary discrimination signal from the normal variation in those values. A demonstration of this technique, using hypothetical salary data, is included. (Contains 17 references.) (Author/MDM)

ED 385 198 HE 028 464

Holt, Dan G.; Willard-Holt, Colleen
Efficacy of Student-Selected Curricula.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; College Students; Course Content; Course Descriptions; Educational Attitudes; Education Courses; *Graduate Study; Higher Education; *Student Attitudes; *Student Centered Curriculum; *Student Motivation; Teacher Education; Teaching Methods
IDENTIFIERS- Student Cooperation

This paper examines the feasibility of delivering graduate level education courses using student-designed curricula. A total of

NOTE- 45p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (23rd, Montreal, Quebec, Canada, June 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Competition; Computer Uses in Education; Cooperation; *Grade 3; Instructional Effectiveness; *Language Arts; Multimedia Materials; *Optical Data Disks; Primary Education; *Talking Books

This study describes and analyzes the use of CD-ROM talking books in a third grade classroom over a 4-month period. One area of interest was in how the teacher used the storybooks in day-to-day efforts to foster learning, especially in the area of language arts. Also examined was the sense children made of these media and the overall impact the books made in the classroom. Data was gathered through observation, the use of a video camera (so that data could be analyzed repeatedly), and formal interviews. The data was divided into four categories for analysis: (1) the suitability of CD-ROM books in language arts and thematic units-based curriculum; (2) the teacher's best intentions; (3) CD-ROM books as personality; and (4) the children's use of the books in terms of cooperation versus competition. The data revealed congruencies and incongruencies in terms of the suitability and the teacher's intentions; also noted was the fact that computers can take on a role that goes beyond their utility and in a class where cooperation was the norm--characteristics of the CD-ROM books seemed to bring out power struggles and selfish behavior. (Contains 40 references.) (AEF)

ED 385 218 IR 017 222

Humbert, Roxann A.; Kefferstan, Robert D.
Training: Reaching the Haves and Have Nots.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Computer Literacy; Computer Software Development; Computer Uses in Education; Educational Background; Experience; *Information Technology; Knowledge Level; *Student Motivation; *Teaching Methods; *Training
IDENTIFIERS- *Internet

Developmental changes in computer training in response to new software and services make the problems of training computer novices more complicated. This paper focuses on methods for training the "haves" and "have nots." The "haves" are those who have had computer technology training in a previous era. The "have nots" have Internet access but no prior computer or technology training. Training for these users must include navigation and basic use skills. The training design should take into account the learner's history, preferred learning style, and motivation; the social setting; psychological dimensions; and a preference for the practical. The uses of training and paths for training are presented for "have" and "have not" users in the community and in education. Training the "have nots" differs mainly in requiring demonstrations of

Countries; Learning Processes; Literature Reviews; Meta Analysis; Performance; Programmed Instruction

A quantitative research synthesis (meta-analysis) was conducted on the literature concerning the effects of feedback on learning from computer-based instruction (CBI). Despite the widespread acceptance of feedback in computerized instruction, empirical support for particular types of feedback information has been inconsistent and contradictory. Effect size calculations from 22 studies involving the administration of immediate achievement posttests resulted in a weighted mean effect of .80. Also, a mean weighted effect size of .35 was obtained from 9 studies involving delayed posttest administration. Feedback effects on learning and retention were found to vary with CBI typology, format of unit content, and access to supplemental materials. Results indicate that the diagnostic and prescriptive management strategy of computer-based adaptive instructional systems provide the most effective feedback. The implementation of effective feedback in computerized instruction involves the computer's ability to verify the correctness of the learner's answer and the underlying causes of error. An appendix provides bibliographic information for the 20 studies included in the meta-analysis. Two tables illustrate data. (Contains 46 references.) (Author)

ED 385 236   IR 017 247

Winn, William D.; And Others
Semiotics and the Design of Objects, Actions and Interactions in Virtual Environments.
SPONS. AGENCY- Air Force Office of Scientific Research, Washington, D.C.; U.S. West Foundation.
PUB DATE- 22 Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Computer Interfaces; *Computer System Design; Educational Theories; Grade 7; Grade 8; Junior High Schools; *Junior High School Students; *Semiotics; *Sensory Experience; *Symbolism
IDENTIFIERS- *Virtual Reality

Work in the design and construction of virtual environments (VEs) is described from the standpoint of semiotic theory. It is advocated that well-constructed visual worlds can create in a person the feelings and cognitions that arise from being in the natural world and that interactions with computer-constructed VEs are mediated through signs. The Human Interface Technology Laboratory at the University of Washington uses VEs for specific instructional purposes and also uses the construction of VEs by students as a way for them to learn content. The design of VEs draws guidance from research in human factors and from the general principles of semiotics. Semiotic theory rests on the proposition that we cannot know the world as it truly is, but only through signs. In the conceptual framework for VEs, knowledge is constructed from information by students. A constructivist learning paradigm was used with 120 seventh and eighth graders who undertook the construction of VE worlds through a process based on semiotic-centered practices. The experiences of these students are described and followed with a discussion of how the sense of presence engendered by VEs can be increased through the manipulation of signs by learners.

technology in community-based education and lifelong learning and education through mentoring. Finally, the role of the research agency is described. One figure illustrates the relationship between community-based education and lifelong learning. (Contains 31 references.) (MAS)

ED 385 254 IR 017 335

Vavrek, Bernard
Rural and Small Libraries: Providers for Lifelong Learning.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 34p.; One of eight commissioned papers presented at the conference "Public Libraries and Community-Based Education: Making the Connection for Life Long Learning." For the collected commissioned papers, see IR 017 333. For each commissioned paper separately analyzed, see IR 017 334-341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Futures (of Society); Library Planning; Library Role; Library Services; *Lifelong Learning; *Public Libraries; Rural Areas; Users (Information)
IDENTIFIERS- *Rural Libraries; *Small Libraries

The purpose of this paper is to consider the nature of small and rural public libraries in the United States in the light of the existing opportunities that they provide for adult lifelong learning, and to ponder the future of collaborative services. The role of the public library is explored in relation to lifelong learning, and rural libraries are defined and discussed. The following planning considerations are presented: (1) library financing; (2) the conservative nature of rural and small towns; (3) a lack of academically trained staff in America's libraries; (4) trustee development; (5) the fact that the typical rural pubic library has probably not conducted any form of community or user survey; (6) not withstanding the age of electronic access to information through a variety of networks, the typical rural library is perceived by its public as primarily a place of books; (7) females outnumber male library users; (8) the implications of technology for those responsible for future planning; and (9) providing library and information services to Native Americans. An eight-item research agenda, listed in order of importance, for Federal action is suggested. (Contains 46 references.) (MAS)

ED 385 255 IR 017 336

Storr, Annie V. F.
Current Practice & Potential: Research & Adult Education in Museums.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 42p.; One of eight commissioned papers presented at the conference "Public Libraries and Community-Based Education: Making the Connection for Life Long Learning." For the collected commissioned papers, see IR 017 333. For each commissioned paper separately analyzed, see IR 017 334-341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

ED 385 273 IR 055 555

Services and the National Information Infrastructure. Report of the Information Infrastructure Task Force Committee on Applications and Technology, Technology Policy Working Group. Draft for Public Comment.
PUB DATE- 2 Dec 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Computer Networks; Cooperation; *Government Role; *Information Networks; *Information Services; Information Technology; Program Development; Research and Development; Strategic Planning; Technological Advancement; Telecommunications; Users (Information)
IDENTIFIERS- *National Information Infrastructure

In this report, the National Information Infrastructure (NII) services issue is addressed, and activities to advance the development of NII services are recommended. The NII is envisioned to grow into a seamless web of communications networks, computers, databases, and consumer electronics that will put vast amounts of information at users' fingertips. Crucial to the development of an advance information infrastructure is the concept of NII "services," which manage the orderly flow of data and enable support applications. Many experts believe that the most critical aspect of the NII is the development of a services infrastructure; without it, access to the NII's advanced capabilities may be extraordinarily difficult and my not be affordable by the average citizen. An ongoing process of research, development, experimentation, and public debate, combined with commercial development and product deployment, is required to evolve a services framework and implementation.The Technology Policy Working Group recommends that: (1) high priority support continues to be needed in the 5 year strategic planning process the Committee on Information and Communications (CIC) is currently pursuing; (2) the coordinated government-wide R&D strategy for NII services which is under development by the CIC should continue to be closely coordinated and integrated with the progressive technology acquisition and deployment strategy being developed and implemented by the Information Infrastructure Task Force (IITF); and (3) government, industry, and academia should work closely together in pursuit of an advanced architectural framework for the NII services layer that supports interoperability while enabling individual commercially competitive solutions. Appendices include: "Representative High Performance Computing, Communications, and Information Technology's Information Infrastructure Technology and Applications (IITA) Tableau of Services" and "NII Forum--R&D for the NII: Technical Challenges, Services Research Recommendations." (MAS)

ED 385 274 IR 055 556

Advanced Digital Video and the National Information Infrastructure. Report of the Information Infrastructure Task Force, Committee on Applications and Technology, Technology Policy Working Group. Draft for Public Comment.
PUB DATE- 15 Feb 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

libraries was compiled by: library type; budget size for materials acquisition; full-time professionals; part-time professionals; and professional time spent on machine readable depository collection. Since public access to machine readable information is influenced by many factors, the survey considered the following factors: bibliographic control, availability of equipment, staff training, bibliographic instruction, promotional and outreach programs, peer connection, and librarian attitude. The data generated by this survey suggests that there is not much difference between academic Association of Research Libraries (ARL) and non-ARL regional depository libraries in their provision of public access to depository machine readable information. ARL regional libraries are more apt to serve larger populations and have larger materials budgets. Eighty percent of the reporting ARL regionals with OPACS include depository machine readable information in the OPAC, compared to 50% of the non-ARL regionals. Both types are equipped with public access workstations. A slightly higher percentage of non-ARL libraries provide public Internet access. Government Printing Office (GPO) access is equally provided, but ARL libraries are more likely to serve as gateways to GPO access. A majority of both types are engaged in various methods of staff training and bibliographic instruction. Examination also reveals little difference in state agencies, public, and historical society libraries. Data is illustrated in 36 tables, and an appendix provides the "Regional Depository Electronic Access Survey." (Contains 21 references and a 34-item bibliography.) (MAS)

ED 385 293   IR 055 579

O'Brien, Eileen; And Others
Libraries/Media Centers in Schools: Are There Sufficient Resources? Issue Brief.
PUB DATE- Jul 95
NOTE- 4p.; Based on "1990-91 Schools and Staffing Survey," see ED 359 225.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Information Sources; Information Technology; *Learning Resources Centers; *Librarian Teacher Cooperation; Library Facilities; Library Materials; Library Personnel; *Library Role; Private Schools; Public Schools; *School Libraries; *School Surveys; Tables (Data); Teaching Methods

The 1990-91 Schools and Staffing Survey (SASS), conducted by the National Center for Education Statistics (NCES), provided estimates of library/media center resources and helps to put into perspective the question of the role of libraries/media centers in school reform. Education reform has prompted increased attention to the role school libraries/media centers might play in applying new technology and developing new teaching methods. Data from the 1990-91 SASS show that libraries/media centers are in most public and private schools in the nation, but are understaffed in many cases, particularly in small schools. When library/media center facilities and staff are available, between one-quarter and one-third of teachers strongly agree that they work with library/media center staff in planning instruction. Additional examination is needed of the characteristics of schools that effectively use their library resources and of the types of barriers that prevent the greater availability of these resources. Four

(Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; College Transfer Students; *Community Colleges; Community Surveys; Educational Assessment; Educational Trends; Graduate Surveys; *Institutional Mission; *Institutional Research; Outcomes of Education; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Educational Indicators; ERIC Digests

Within the last few years, American schools have moved toward routinely measuring the outcomes of their educational programs. Two national associations dealing with community colleges have also developed quantitative indicators to assess outcomes for two-year colleges. There are still colleges that make only minimal efforts at assessment, citing the fairly primitive level of assessment technologies and the difficulty in selecting qualitative indicators of effectiveness, but gains have been made nevertheless. For example, the League for Innovation in the Community College has described 5 major missions of the community college (i.e., transfer, career preparation, basic skills, continuing education and community service, and access) and suggested operational definitions, questions to be answered, and data sources. The League suggests assessing the transfer mission, for example, by variously measuring student knowledge, the college's transfer rate, grades that students earn after transfer, and the number of college credits the universities accepted. Other assessment methods currently in use include surveys of: (1) students who have recently graduated, dropped out, or transferred; (2) student performance after transfer; (3) occupational education outcomes; (4) pre- and post-measures of student learning; and (5) public-image studies to determine community members' impressions of a college and students' level of satisfaction. (KP)

ED 385 311 JC 950 380

Parrott, Sarah
Future Learning: Distance Education in Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; Computer Mediated Communication; *Distance Education; *Educational Practices; Educational Technology; *Educational Television; *Educational Trends; *Nontraditional Education; Nontraditional Students; Outcomes of Education; Two Year Colleges
IDENTIFIERS- ERIC Digests

The use of distance learning programs at the postsecondary level is expected to grow throughout the 1990s, with much of the growth taking place in community colleges. As of 1994, 80% of community colleges offered some form of distance education (DE) programs. A 1992 national survey of DE practices reported that broadcast television was the most widely used technology, while a 1990 survey reported that 63% of responding community colleges relied on public television, 49% used educational channels, and 4% offered videotape checkout. Other DE programs are synchronous in nature, using live interactive instruction,

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Criterion Referenced Tests; *Educational Benefits; Employment Level; *Job Performance; *Military Personnel; *Outcomes of Education; Program Effectiveness; *School Effectiveness; Skill Development; Two Year Colleges; *Vocational Evaluation
IDENTIFIERS- Air Force; Community College of the Air Force AL

This study from the Community College of the Air Force (CCAF) evaluates the effectiveness of occupationally-related degree programs by using criterion-referenced performance indicators to measure the on-the-job performance of graduates. This study is designed to answer the question of whether there is a relationship between educational attainment and on-the-job performance. The study compared the amount of time required to reach the job rank of craftsman among different educational levels. The study sample was 3,767, 4.59% of the approximately 82,800 staff sergeants in the Regular Air Force who were on duty on December 13, 1994 and who had earned a craftsmen level between November 1993 and October 1994. Study results indicated that there were significant differences in the variance between the mean number of years from entry to craftsman skill level when measured by CCAF participation and educational levels. Findings include: (1) members with bachelor's degrees or higher averaged 8.43 years, associate degree holders averaged 8.72 years, those with some college averaged 9.2 years, and those with a high school education averaged 9.3 years; (2) graduates of CCAF programs achieved craftsman level earlier than those who participated in the courses without finishing, and participants reached the level earlier than those who did not participate in courses; (3) the same trend held when testing demographic factors such as race, gender, and marital status. This research project could be useful to civilian community colleges interested in measuring effectiveness of occupational programs. (KP)

ED 385 329 JC 950 403

Gnage, David
Strategic Considerations To Be Used To Evaluate Joint Ventures.
PUB DATE- 95
NOTE- 28p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (7th, San Francisco, CA, July 23-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Libraries; *Community Colleges; *Cooperative Planning; *Cooperative Programs; *Day Care Centers; Early Childhood Education; *Partnerships in Education; Public Libraries; *School Community Relationship; Two Year Colleges

This document from Broward Community College (BCC) in Florida provides an overview of the recent trend toward joint ventures in education, with both the public and private sectors, while suggesting possible concerns of both parties involved. The report states that before entering into a joint venture it is important that each party: (1) evaluate each party's values, mission, competencies, and resources for consistency with each other and the project; (2) clearly identify the project's goals, objectives, and strategies, and delineate the organizational structure; (3) fully exploit all opportunities see how each hourly (or half-hourly) block of time is spent. A workable study schedule should then be prepared that allows time for all required activities and approximately 3 to 5 hours of study time per week for each subject. Parents and students should select a place for studying that is quiet, well-lit, and comfortable, with access to adequate supplies and reference materials. The actual studying process should be based on the "SQ3R" method: survey, question, read, recite, and review. Students should survey the material they wish to study, refer to chapter questions or headings to develop questions about the material, read the material thoroughly, recite important points as the material is read, and review the main points covered. (MDM)

ED 385 348 PS 023 072

Balasko, Sharon L.; Fenton-Smedts, Hubert
Multiculturalism in Child Care: Phase One. Final Report.
PUB DATE- 94
NOTE- 73p.; Project funded through the Department of Canadian Heritage, Secretary of State.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Background; *Cultural Pluralism; *Day Care; *Day Care Centers; Early Childhood Education; Ethnic Groups; Foreign Countries; *Multicultural Education; Program Improvement; Social Integration
IDENTIFIERS- Manitoba

In order to better understand and care for children from a variety of backgrounds in a multicultural environment area, the Manitoba Child Care Association (MCCA) conducted a survey project concerning the incorporation of multiculturalism into child care centers' programs and the future directions of their support resources and funding. The project consists of two phases; this report provides a summary of phase one--the ongoing activities and results of the survey. Phase one included a comprehensive survey of all MCCA member centers and individual members, focus group sessions with parents in the centers, interviews with representatives from ethnocultural organizations, and the development of four resource sheets. A total of 546 surveys of 1,431 mailed to center members and individual members of MCCA were returned for a response rate of 38%. The results of the survey presented in this report highlight: (1) the diversity in families and staff in child care centers; (2) the importance of multiculturalism; (3) current child care programming and multiculturalism; (4) current areas of difficulty in dealing with multicultural parents and children; and (5) resources used or desired for a multiculturalism program. Eight appendices include resource sheets on multiculturalism, the survey form, a summary of major themes from focus group sessions and interviews, and a list of texts used in multicultural programs. (AP)

ED 385 349 PS 023 141

Tarrant, Sue; Konza, Deslea
Promoting Self-Esteem in Integrated Early Childhood Settings. AECA Resource Book Series, Volume 1, Number 3.
PUB DATE- Sep 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cultural Differences; *Curriculum Development; Educational Planning; Elementary Education; *Elementary School Curriculum; Language Arts; Mathematics Curriculum; Science Curriculum; Social Studies; *Units of Study

As instructional philosophies proliferate, elementary teachers are increasingly active as curriculum makers. Interconnecting the elements of unit planning is essential to dynamic teaching and meaningful learning. To be effective, unit planning must: (1) focus on substance and identify major concepts and generalizations; and (2) design activities to promote meaningful learning so that identified concepts become part of the learner's knowledge base. This annotated bibliography of 22 books and periodical sources is intended to assist and support elementary teachers in total unit planning and guide them in gathering resources to implement a unit plan. Items in the bibliography are grouped into the following categories: (1) overview; (2) incorporating diversity; (3) math, science, and social studies; (4) language arts; (5) putting it all together; and (6) periodical resources. (TM)

ED 385 368 PS 023 443

Martin, William C.
Assessing Multiple Intelligences.
PUB DATE- 16 Mar 95
NOTE- 13p.; Paper presented at the International Conference on Educational Assessment (7th, Ponce, PR, March 16, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; *Cognitive Processes; Construct Validity; *Curriculum Development; Educational Attitudes; Elementary Secondary Education; *Epistemology; *Intelligence; *Student Evaluation; *Talent
IDENTIFIERS- Gardner (Howard); *Multiple Intelligences

This paper explains Howard Gardner's Theory of Multiple Intelligences (MI) and discusses questions raised about MI theory in regard to validity, assessment, and implications for instructional activities. MI theory asserts that human cognitive competence is best described in terms of a set of abilities, talents, and mental skills that each child develops at different rates based on biological and cultural influences. These "intelligences" include music, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal intelligences. The paper addresses the development of a curriculum to accommodate or modify one or more intelligences and the assessment of MI. (Contains 33 references.) (MDM)

ED 385 369 PS 023 451

Kagan, Sharon L.; And Others
Toward Systemic Reform: Service Integration for Young Children and Their Families.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Kauffman Foundation, Kansas City, MO.
PUB DATE- 95
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.

Early adolescence, the period from 10 to 15 years, is a significant transitional period in human development, marking the crossroads between childhood and young adulthood. This book is designed as a guide for parents, teachers, or anyone else who has contact with and who would like to better understand early adolescent children. The chapters in the guide are divided into two main parts: dealing with early adolescent development, behavior, and parenting; and teaching early adolescent students. The chapters deal with the following topics: (1) physical and biological development; (2) the impact of physical development on early adolescents; (3) emotional development; (4) coping with early adolescent emotions; (5) social development; (6) how social development affects early adolescent behavior; (7) intellectual development; (8) what to expect of early adolescents intellectually; (9) managing early adolescent behavior; (10) teachers of early adolescent students; (11) classroom management; (12) teaching and intellectual development; (13) teaching and physical development; (14) social and emotional development and teaching; and (15) the teacher as counselor. A section listing further readings concludes the book. (BGC)

ED 385 388　　　　PS 023 519

Rowicki, Mark A.; Martin, William C.
Fighting Violence without Violence.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conflict Resolution; Crime Prevention; Elementary Secondary Education; Parent Associations; Parent Participation; Parent Role; Parent School Relationship; Peer Influence; *School Safety; *School Security; *Student Behavior; *Violence; Volunteers
IDENTIFIERS- Conflict Management; *Parent Teacher Association; *Peer Mediation; Safe Schools Act 1993; Student Assistants

Violence is becoming the number one problem in United States schools. Approximately 20 percent of high school students regularly carry guns and other weapons. Several nonviolent measures are appropriate to reduce violence in schools; but only the implementation of multiple ideas and measures, not "quick fix" solutions, will curb violence. Peer mediation, a program in which selected students are trained as mediators to help their peers in resolving conflicts before violence erupts, may be one important measure. Research asserts the effectiveness of letting children resolve their own conflicts. Another violence-reducing measure is the elimination of school lockers, which serve as hiding places for weapons and contraband and also as congregating places where violent confrontations can start. An active Parent Teacher Association (PTA) could also have a profound impact on school violence. One way for parents to help is to create "safe houses" where students can feel safe from violence on their way home from school. Parents could also volunteer to patrol hallways, cafeterias, bathrooms, and school grounds, and to staff phone lines for unsupervised children who need help or guidance. Another measure is the federal government's Safe Schools Act of 1993, which sets aside funds for qualifying high-crime school districts. Not every method will work in every situation, therefore each school and district needs to evaluate its own situation and determine what will work best for it. (BCG)

ED 385 406 RC 020 150

Aspirations: The Ganado Primary School Curriculum.
PUB DATE- Jun 92
NOTE- 126p.; For a related document, see RC 020 151.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; *American Indian Education; *Culturally Relevant Education; Educational Objectives; *Educational Principles; *Elementary School Curriculum; Holistic Approach; *Learning Strategies; *Navajo (Nation); Primary Education; Program Descriptions; Reading Instruction; Writing Instruction
IDENTIFIERS- *Ganado Primary School AZ

This document describes an elementary school curriculum implemented at the Ganado Primary School in Arizona. The curriculum is based on traditional Navajo teachings associated with the four cardinal directions. The goal is to help students live harmonious lives by developing a sound belief and value system, learning ways to make a living, learning social competence, and having respect and reverence for earth and all living things. The reading and writing program consists of three components: a mini-lesson, an activity period, and a sharing period. During the mini-lesson, the teacher explains and models a specific aspect or strategy of the reading or writing process that enhances skill development. During the activity period, students work individually or in groups experimenting with and practicing the strategy demonstrated during the mini-lesson, or they work on self-selected activities. During the sharing period, teachers discuss students' reading and writing skills with students individually or with small groups. The document also describes other curricular areas and school programs including videocy (intelligent viewing of television and films), English as a second language, thematic studies, natural sciences, social sciences, mathematics, fine arts, the Navajo Enrichment Acceleration Program, physical education, library, multiage programming, the Success Program, computer programs, the instructional resource center, and counseling programs. The last section of the document outlines a framework for curriculum planning that includes principles of learning, characteristics of the learner, general resources, and curricular approaches. (LP)

ED 385 407 RC 020 151

Boloz, Sigmund A.
The GLAD Project Evaluation Summary: 1994 Report.
PUB DATE- 10 Jun 94
NOTE- 75p.; For a related document, see RC 020 150.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; American Indian Culture; *American Indian Education; Attendance; *Bilingual Education; Bilingual Teachers; English (Second Language); Enrollment Trends; Limited English Speaking; *Navajo (Nation); Parent Participation; Primary Education; Program Evaluation; School Demography; *School Statistics; School Surveys
IDENTIFIERS- *Ganado Primary School AZ

ED 385 424 RC 020 275

Bordeaux, Roger
Assessment for American Indian and Alaska Native Learners. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Achievement; *Alaska Natives; *American Indian Education; Cultural Relevance; Elementary Secondary Education; Performance; *Standardized Tests; *Student Evaluation; Test Bias; Testing Problems
IDENTIFIERS- *Alternative Assessment; ERIC Digests; *Performance Based Evaluation

This digest examines the use of standardized, nationally normed testing in assessing the progress of American Indian and Alaska Native (AI/AN) students and describes alternative forms of assessment. For years, researchers have criticized the overuse of standardized, nationally normed tests to assess learner and school success. Problems with such testing are compounded for AI/AN learners by the common disregard for the diversity of languages and cultures among Native learners. Researchers have suggested that many standardized tests are inappropriate for Native students, and have concluded that public school reliance on such tests may hurt Native Americans. The popularity of IQ and other standardized testing has also encouraged a mindset that looks for deficiencies in the individuals being tested or in their cultures, rather than in the tests themselves. Before the European conquest of America, nearly all Native peoples used forms of performance-based assessment to determine how each individual could best contribute to the survival of the tribe, clan, or village. Performance-based assessment directly examines accomplishment of specific tasks that are important for life; current forms include student portfolios, student performances, teacher observations, interviews, self- and group assessments, work sampling, and extended tasks. Development of performance-based assessment tools forces schools to relate curriculum to present and future real-life situations. Such assessment is supported by the Indian education community and is being implemented in a growing number of tribally controlled schools. Contains 18 references. (SV)

ED 385 425 RC 020 276

Berman, Dene S.; Davis-Berman, Jennifer
Outdoor Education and Troubled Youth. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adventure Education; Camping; *Delinquent Rehabilitation; Experiential Learning; Individual Development; *Mental Health Programs; Outcomes of Treatment; *Outdoor Education; Therapeutic Environment; *Therapy; *Youth Programs

Population Sampling; Models for Locus Theorems: Animating Locus Theorems; von Koch Snowflake: Understanding Sequences and Series, Football Arithmetic with Integers: Adding and Subtracting Positive and Negative Integers; The Mathematics of Medicine: Using Exponential Functions; VCR Counters: Modeling Reality with Quadratic Function; Am I Speeding? Discovering Linear Functions and Slope. Each activity contains a teacher's guide that lists: goal, student objectives, guide to the investigations, vocabulary, suggested path for remediation, and additional resources. Also included are: an introduction, purpose, materials needed, procedures, observations, conclusions, and suggestions for further study. (MKR)

ED 385 444 SE 056 642

Teaching Middle School Mathematics: A Resource For Teachers by the Teachers of PROJECT LINCS (Lead teachers INvolved in making ConnectionS).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 94
NOTE- 163p.; Cover title varies: "Teaching and Learning Middle School Mathematics TODAY. A Resource FOR Teachers BY Teachers from Project LINCS."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Cooperative Learning; Geometry; Intermediate Grades; Junior High Schools; Learning Activities; Lesson Plans; *Mathematics Instruction; Middle Schools; Number Concepts; Probability; Problem Solving; Statistics; *Teacher Developed Materials; Writing Across the Curriculum
IDENTIFIERS- *Mathematics Activities

This resource book represents shared experiences of Project LINCS' (Lead teachers INvolved in making ConnectionS) teachers and staff in addressing the question, "Are we teaching mathematics so that all students will be empowered to use it flexibly, insightfully, and productively?" and other fundamental questions that are driving change in school mathematics. These questions affect: (1) the mathematics that middle school students learn; (2) the way the curriculum is organized; (3) the way students learn mathematics; (4) the roles of teachers; and (5) the climate and activities of our mathematics classrooms. The major portion of this resource book is devoted to sharing sample activities to assess, build on, and nurture student understanding and progress toward important mathematical goals. The teaching ideas are grouped under the major categories of algebra, alternative assessment, cooperative learning groups, geometry, number and computation sense, probability and statistics, problem solving, and writing to nurture and communicate understanding. Sample activities contain information to help teachers and students to focus, explore, disucss and reflect, and extend the activities. Each section contains references. (MKR)

ED 385 445 SE 056 686

Wagner, Sigrid, Ed.
Research on Mathematics Education Reported in 1994. Supplement to the July 1995 JRME.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 95p.

Guidelines for Integrating Women in Development Issues into University International Development Activities.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.
PUB DATE- 91
NOTE- 32p.; Contains filled print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Comparative Analysis; Comparative Education; Cross Cultural Studies; *Developing Nations; *Economic Development; Economic Factors; Females; Feminism; Global Education; Higher Education; Labor Force Development; *Universities; *Womens Education; *Womens Studies

These guidelines are intended to incorporate gender issues into university curricula, programs, and projects funded by the United States Agency for International Development (AID), while at the same time institutionalizing women in development and a gender perspective within the university structure. Universities provide a structure for the integration of gender and development issues that is unavailable to AID elsewhere. Universities also can benefit from the rich and rapidly expanding literature on women in development and be enriched by the cross-cultural perspective women in development and gender analysis brings. The research carried out by universities, especially in collaboration with partner country institutions of higher education, strengthens the effectiveness of international development and gender analysis both at home and abroad. These guidelines seek to institutionalize within the United States a gender perspective so that a "Women in Development component" is not an "add-on" but an integral part of university programs and curriculum and also in university work with AID. The volume contains the following: (1) "Introduction"; (2) "The Guidelines"; (3) "An Action Plan for Integrating Women in Development into University Curriculum and Programs"; and (4) "A Checklist for Developing a University Program in Gender Analysis and Women in Development." Appendices include: (1) Bibliography; (2) Resource List; and (3) A Case Study of the Implementation of the Guidelines (Virginia Polytechnic Institute). (EH)

ED 385 465 SO 024 963

Women in Development. Report, FYs 1991 and 1992.
PUB DATE- 92
NOTE- 87p.; Several charts and photos may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuing Education; *Developing Nations; Developmental Programs; *Economic Development; Economic Impact; *Females; Human Capital; Human Resources; Labor; *Labor Force Development; Sustainable Development; *Womens Education; *Womens Studies

This report describes the progress made by AID (Agency for International Development) in mainstreaming attention to gender throughout its strategies and programs to increase the overall effectiveness of its development assistance. The highlights from fiscal years 1991 and 1992 illustrate both the impact achieved and the momentum gained. Divided into two parts, part

"Foundation of the Artes Liberales"; (3) "Rise of the Philosophical Tradition in the High Middle Ages"; (4) "Renaissance Humanists and Reformation Preachers"; (5) "Emergence of the Liberal-Free Ideal"; (6) "Confrontation in America of the Oratorical and Philosophical Traditions"; and (7) "A Typology of Contemporary Discussion." (RJC)

ED 385 486 SO 025 207

Hinker, Edward
The Importance of Foreign Public Opinion for American Foreign Policy: Guidelines for Teachers.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civics; Foreign Countries; *Foreign Policy; Instructional Materials; International Programs; *International Relations; Political Science; Secondary Education; Social Studies; United States Government (Course); World Affairs

This document is designed to teach students about foreign public opinion and its impact on U.S. foreign policy. As information and communication exchange among nations proliferates, it is important for citizens to understand foreign societies and for U.S. policies to be understood and accepted by other nations. The purpose of this document is to explain the role of the United States Information Agency, and to teach the importance of broadening dialogue between the people of the United States and their institutions and counterparts abroad. The document provides concepts to be learned, definitions of key terms, questions for classroom discussion, classroom activities, and background materials. (RJC)

ED 385 487 SO 025 208

Sander, Wolfgang
Strengthening Democracy through Political Education.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Civics; *Democracy; Educational History; Foreign Countries; Higher Education; Organization; Planning; Political Science; Politics; Training
IDENTIFIERS- *Germany

This document examines the state of political education in Germany since reunification. The study chronicles the history of political education in Germany. It argues for greater organization and for creation of standards for political education in German schools. The document offers goals for political education as a subject along with an organizational framework and training program for teachers. Contains a bibliography listing 49 items. (RJC)

ED 385 488 SO 025 359

Matthias, Diana C. J.; Grey, Richard
Traveling in the Snite Museum: A Gallery Game for Families and Young Children.

ED 385 505 SP 036 126

Brophy, Jere, Ed.
Planning and Managing Learning Tasks and Activities. Advances in Research on Teaching. Volume 3.
PUB DATE- 92
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Art Education; Classroom Research; *Curriculum Development; Curriculum Research; Elementary Education; Elementary School Mathematics; Elementary School Science; Higher Education; Language Arts; *Learning Activities; *Learning Strategies; Science Education; Small Group Instruction; Social Studies; Teaching Methods; *Thinking Skills
IDENTIFIERS- Classroom Effectiveness; *Teaching For Mastery; Teaching Research

This publication is the third volume in the "Advanced in Research on Teaching" series, which has been established to provide state-of-the-art conceptualization and analysis of the processes involved in functioning as a classroom teacher. This volume focuses on the planning and managing of learning tasks and activities, in particular, what is involved in teaching subjects for understanding and application. Following an introduction by Jere Brophy, the book is divided into eight chapters: (1) "Planning and Managing Learning Activities: Basic Principles" (Jere Brophy and Janet Alleman); (2) "Analysis of the Activities in a Social Studies Curriculum" (Janet Alleman and Jere Brophy); (3) "The Task and the Teacher: Enhancing Student Thoughtfulness in Science" (Phyllis C. Blumenfeld); (4) "Investigating Work Groups To Promote Problem Solving in Mathematics" (Thomas L. Good, Mary M. McCaslin, and Barbara J. Reys); (5) "Thinking and Authority in Elementary-School Mathematics Tasks" (Ralph T. Putnam); (6) "The Tasks of School Literacy: Trends and Issues" (Elfrieda H. Hiebert and Charles W. Fisher); (7) "Designing Worthwhile Activities in Elementary Art" (Wanda T. May); (8) "Conclusion: Comments on an Emerging Field" (Jere Brophy). Following each paper are brief cross-talk sections in which the authors respond to questions and comments raised by the editor or by other contributors. Each chapter contains references. (ND)

ED 385 506 SP 036 127

Brophy, Jere, Ed.
Learning and Teaching Elementary Subjects. Advances in Research on Teaching. Volume 5.
PUB DATE- 95
NOTE- 398p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Art Education; *College School Cooperation; *Curriculum Development; Educational Research; Elementary Education; *Elementary School Curriculum; Higher Education; Language Arts; *Learning Strategies; Literature Appreciation; *Partnerships in Education; Preservice Teacher Education; Reading Instruction; Science Education; Social Studies; *Teacher Education Programs; Teacher Role; Teaching Methods; Team Teaching; United States History; Urban Education; Writing Instruction
IDENTIFIERS- Classroom Effectiveness; Teaching for Mastery; Teaching Research

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Child Psychology; Children; Developmental Psychology; *Educational Philosophy; Educational Principles; *Educational Theories; Elementary Education; Higher Education; *Teacher Student Relationship
IDENTIFIERS- *Foucault (Michel); *Postmodernism

This paper explores the implications of the postmodern deconstruction of the subject for the understanding of pedagogical (inter)action, most notably with respect to the issue of manipulation versus communication. The philosophical basis of the paper is the work of Michel Foucault, which is discussed in detail. Manipulative pedagogy and communicative pedagogy are contrasted. One of the main outcomes of the elusive cultural, theoretical, and political shift known as 'postmodernism' has been the deconstruction of the modern understanding of the human subject as an autonomous, pre-social, trans-historical source of truth, rationality, and identity. Traditionally, education has been understood as the process by which the child becomes equipped to take part in the domain of intersubjectivity; education has been seen as (manipulative) initiation into intersubjectivity. This interpretation suggests that education is a means towards an end that lies outside of education. However, there is strong empirical evidence to suggest that the child plays an active role in the constitution of its own subjectivity. A postmodern articulation of the pedagogical is not interested in what the subject is, but in who the subject is. Such an articulation of pedagogical has to make the step from manipulation to communication, but it has to acknowledge that communication is always that which is at stake. (Contains 37 references.) (ND)

ED 385 523 SP 036 144

Hale, Michael E.; Kieffer, Ronald D.
Helping Teachers Use Multimedia Portfolios for Professional Development.
PUB DATE- Apr 95
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Elementary Education; Elementary School Teachers; Faculty Development; *Informal Assessment; *Multimedia Materials; Portfolio Assessment; *Portfolios (Background Materials); Professional Development; *Self Evaluation (Individuals); Student Teachers
IDENTIFIERS- Apple Macintosh; *Multimedia Technology; *Teacher Portfolios

This paper is a preliminary report on a grant-funded project to use multimedia technology to create teacher portfolios. The workshop was the first step for testing the feasibility of multimedia for portfolio development for preservice and inservice professional development. The goals for the participants in the workshop were to begin learning multimedia tools in the Macintosh and Microsoft Works environments and to increase their awareness of the issues related to portfolios.

next decade, summarizing the complete book, "Projections of Education Statistics to 2005." It is expected that the population of persons aged 5 to 13 years will increase by 2005 by about 11%. The total enrollment in elementary and secondary education is expected to grow by about 14% from the 1993-94 figure of 48,824,000, with the greatest increases coming during the high school years. The projected high school enrollment by the year 2005, 15,985,000, is about 21% above that of 1993-94. High school graduates are expected to rise proportionately, as are the numbers of teachers. Expenditures for elementary and secondary education are expected to increase at an even greater rate, with the projected figure for 2005 anticipated to be 33% above that of 1993-94. Enrollment in higher education is expected to increase by 8% by 2005. While a slight increase is anticipated in the numbers of women receiving advanced degrees, the absolute numbers of men earning master's and doctor's degrees are expected to decline. Technical notes explain the projection methodology. (SLD)

ED 385 542　　　TM 023 909

Rice, Myrtle W.
Assessment and Instruction at the Classroom Level: Current and Recent ETS Projects. Revised.
PUB DATE- 4 Feb 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Techniques; Cognitive Processes; *Educational Assessment; Educational Innovation; Educational Research; Educational Technology; Educational Theories; Elementary Secondary Education; *Equal Education; Naturalistic Observation; *Psychometrics; *Teacher Education; *Teaching Methods
IDENTIFIERS- *Educational Testing Service

This review attempts to describe the current state of Educational Testing Service (ETS) activity in innovative instruction and assessment at the classroom level. Project reports are preceded by summaries of conclusions drawn from recent research and current issues under examination. Research now supports much that was previously hypothesized, confirming that students can adapt to new expectations and new ways of learning and assessment. Research also suggests that naturalistic assessment methods are appropriate for the primary level and that curriculum materials from "real life" are effective in promoting learning. Educational technology can play an important role in instruction, and research is supporting its use in various media. Current issues focus on: (1) assessment methodology; (2) psychometric concerns; (3) cognitive issues; (4) equitable performance tasks for all students; and (5) teacher preparation and development. One table summarizes ongoing projects. Individual project summaries are given for 40 ETS projects. (SLD)

ED 385 543　　　TM 023 959

Mazzeo, John; And Others
Sex-Related Performance Differences on Constructed-Response and Multiple-Choice Sections of Advanced Placement Examinations. College Board Report No. 92-7.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English

similar to those reported in the experimental literature on comprehension; (2) many of these variables provide independent predictive information in regression analyses; and (3) substantial agreement between GRE and SAT reading predictability was found. Five tables in the text and an additional table in the appendix (correlation between item difficulty and predictor variables) present study findings. (Contains 37 references.) (Author/SLD)

ED 385 562 TM 023 984

Sebrechts, Marc M.; And Others
Machine-Scorable Complex Constructed-Response Quantitative Items: Agreement between Expert System and Human Raters' Scores. GRE Board Professional Report No. 88-07aP.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Apr 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Automation; *College Students; *Computer Assisted Testing; *Constructed Response; Evaluators; *Expert Systems; Higher Education; Mathematics Tests; Scores; *Scoring; Testing Programs; Test Scoring Machines; Word Problems (Mathematics)
IDENTIFIERS- Experts; Graduate Record Examinations; Large Scale Programs

This study evaluated agreement between expert system and human scores on 12 algebra word problems taken by Graduate Record Examinations (GRE) General Test examinees from a general sample of 285 and a study sample of 30. Problems were drawn from three content classes (rate x time, work, and interest) and presented in four constructed-response formats (open-ended, goal specification, equation setup, and faulty solution). Agreement was evaluated for each item separately by comparing the system's scores to the mean scores taken across five content experts. Results showed the expert system to produce scores for all responses and to duplicate the judgments of raters with reasonable accuracy; the median of the 12 correlations between the system and human scores was .88, and the largest average discrepancy was 1.2 on a 16-point scale. No obvious differences in scoring agreement between constructed-response formats or content classes emerged. Ideas are discussed for further research and development concerning the use of expert scoring systems in large-scale assessment programs and in interactive diagnostic assessment. Seven tables and 2 figures present study data. Three appendixes present item stems, transcription rules and examples, and the scoring rubric and keys. (Contains 22 references.) (Author/SLD)

ED 385 563 TM 023 988

Powers, Donald E.; And Others
Will They Think Less of My Handwritten Essay If Others Word Process Theirs? Effects on Essay Scores of Intermingling Handwritten and Word-Processed Essays. The Praxis Series: Professional Assessments for Beginning Teachers (TM).
PUB DATE- Jan 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *College Students; *Essays;

McKinley, Robert L.; Way, Walter D.
The Feasibility of Modeling Secondary TOEFL Ability Dimensions
Using Multidimensional TRT Models.
PUB DATE- Feb 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; Goodness of Fit; *Identification; *Item Response Theory; Models; *Performance; Second Languages; Test Format
IDENTIFIERS- *Multidimensionality (Tests); Secondary Analysis; *Test of English as a Foreign Language

An analysis of the skills necessary for performance on the Test of English as a Foreign Language (TOEFL) tends to support the view that there are important, although subtle, secondary dimensions present in the test. This research explored the feasibility of an item response theory (IRT) based method of modeling examinee performance on these secondary ability dimensions. Both exploratory multidimensional IRT (MIRT) and confirmatory multidimensional IRT (CMIRT) models were investigated in the study. The work performed included the application of unidimensional IRT, MIRT, and CMIRT models in two TOEFL forms to evaluate the extent to which model fit is enhanced by using a multidimensional model and to determine to what extent the additional fitted ability dimensions correspond to meaningful cognitive processes or content areas. Results indicate that the MIRT and CMIRT procedures were successful in modeling secondary ability dimensions on TOEFL and that they provide corroborative evidence in interpreting the structure of the test that is consistent with previous structure interpretations. The data also illustrate how the consistent Akaike information criterion can identify the best competing models of test structure. Four figures (plots) and seven tables illustrate the discussion. (Contains 34 references.) (SLD)

ED 385 584 TM 024 022

Henning, Grant; Cascallar, Eduardo
A Preliminary Study of the Nature of Communicative Competence.
PUB DATE- Feb 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *Communicative Competence (Languages); *Construct Validity; Definitions; *English (Second Language); *Language Tests; Linguistic Competence; Models; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Test of English as a Foreign Language; Test of Spoken English; Test of Written English

Although programs for teaching and testing of English as a second language (ESL) are often evaluated for their attention to communicative competence, there is no consensus on the nature of the communicative competence construct(s) and little empirical support for the various explanatory models. The theoretical literature related to communicative competence was surveyed to identify major variables said to comprise the construct. The presence and measurability of such variables were tested in typical native/nonnative speaker university academic communication, and a tentative model of communicative competence was developed. The relationship of scores from the Test of English as a Foreign Language (TOEFL), the Test of contains records on over 9,500 tests and research instruments. Its records describe the tests and instruments and provide availability information for each. The Buros Test Review Locator, the Pro-Ed Test Review Locator, and the Publisher Locator are resources in the locator service. A sample search and directions for accessing the ERIC/AE gopher site are given. (SLD)

ED 385 605 TM 024 535

Yekovich, Frank R.
Current Issues in Research on Intelligence. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Assessment; *Educational Research; Experience; *Intelligence; Intelligence Tests; Learning; *Metacognition; Psychological Studies; *Research Needs; *Theories
IDENTIFIERS- *Cattell Horn Fluid and Crystallized Ability Theory; ERIC Digests; Gardner (Howard); Horn (John L); *Multiple Intelligences; Sternberg (Robert)

Intelligence has been defined and studied under a number of different rubrics. Three individuals serve as a representative sample of the educational and psychological researchers associated with cognitive psychology who have made significant contributions to current understandings of intelligence. Robert Sternberg's theory contains subcategories of context, experience, and the cognitive components of information processing. Metacomponents, performance components, and knowledge acquisition components are proposed as general processes of intelligent behavior. Howard Gardner proposes a theory of multiple intelligences in which he claims there are seven relatively independent intelligences. John Horn, with his advisor Raymond B. Cattell, has developed a theory of intelligence that specifies broad factors of fluid abilities and crystallized abilities. All of these approaches recognize the importance of experience in intellectual ability. Phillip Ackerman and David Lohman are among the researchers integrating information processing theories of learning with theories of individual differences in abilities. Of great importance among the current issues in the assessment of intelligence is developing better measures of intellectual abilities. (Contains 12 references.) (SLD)

ED 385 606 TM 024 536

Potts, Bonnie
Strategies for Teaching Critical Thinking. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC

University of Bielefeld (Germany); University of Lancaster (England); University of Warwick (England)

A collection of papers concerning cultural studies within college and university second language programs, particularly for foreign students, includes program descriptions from a variety of countries and discussions of cultural education and cultural conflict. Themes include the nature of cultural teaching, cultural education as a discipline, innovations in cultural education, fieldwork as an instructional approach, reflection on one's own culture as a result of foreign culture study, students of culture as teachers, and specific teaching methods. Papers include: "The Case of 'Landeskunde': A Vicious Circle?" (Dieter Kerl); "Cultural Studies and Student Exchange: Living the Ethnographic Life" (Celia Roberts); "Civilisation/Cultural Studies in Grenoble" (Jean-Paul Revauger); "Cultural Studies in English Studies: A German Perspective" (Jurgen Kramer); "Documentary Analysis in 'Civilisation' Studies: The French Approach" (Francois Poirier); "New Cultural Studies at Warwick University" (Peter Breen); "International Cultural Studies at Roskilde University" (Karen Risager); "From NIMBY Landeskunde to IMBY Cultural Studies" (Harald Husemann); "British Studies in English Language Teaching"(Edward G. Woods); and "Communication in Foreign Lands: The Cause, Consequences and Cures of Culture Shock" (Adrian Furnham). (MSE)

ED 385 159 FL 023 169

Wang, Shu-han Chou
Chinese Community Schools: The Issues and the New Directions.
PUB DATE- 8 Apr 95
NOTE- 10p.; Paper presented at the Annual Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 6-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingualism; *Chinese; *Chinese Americans; Class Activities; *Community Schools; Cultural Education; Elementary Secondary Education; Ethnic Studies; Second Language Instruction; Uncommonly Taught Languages

This paper addresses the common issues with which a Chinese school in the United States may be struggling and new opportunities on which the education system and society can capitalize. Most children in Chinese schools experience language shifts from Chinese to English and then to Chinese as a second language. They may experience substractive instead of additive bilingualism, and they suffer a big gap between basic interpersonal communicative skills and cognitive academic language proficiency. The mismatch between students' learning styles and teachers' teaching styles is another source of conflict. Conflict also occurs in the home environment when older students begin to question why they must attend a Chinese language school, usually on a Saturday or Sunday. Degree of proficiency level and literacy and the balance between oral and reading/writing are questions that the school must balance. More importantly, Chinese schools offer not only language, but socio-cultural continuity for parents as well as students; a sort of extended cultural family home. Cooperation between the Chinese schools and regular schools would foster closer ties between both areas and establish the possibility of sharing and exchanging resources and cultural information, especially as many Chinese School teachers are not certified teachers, often those currently served are immigrants, and the largest language group is Hispanic. Enrollment in the federal adult education program has risen from 396,000 in 1980 to over 1.5 million in 1993. ESL is the fastest-growing instructional area in the adult education program. Adults participate in the programs for a variety of reasons, including improved employment potential, better communication, greater participation in society, desire for citizenship, completion of academic objectives, and increased ability to help their children. A variety of approaches, methods, techniques, and technologies are used in the classroom, and generally at beginning, intermediate, and advanced levels. Instruction usually focuses on language functions, communicative competence, and grammar. A variety of formal and informal measures are used to determine student needs and progress. Eight organizational sources for further information are listed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 179 FL 801 035

Thuy, Vuong G.
Bilingual Medical Phrase Book (In English and Laotian).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 141p.; For the Cambodian (Khmer) version, see FL 801 036; for the Vietnamese version, see FL 801 037.
LANGUAGE- English; Lao
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- citizenship, completion of acad ,Reference Materials - Vocabularies/Classifications (134),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- English (Second Language); *English for Special Purposes; Immigrants; *Lao; Limited English Speaking; *Medical Vocabulary; Physician Patient Relationship; Refugees; Uncommonly Taught Languages
IDENTIFIERS- 353 Project

This phrase book offers Laotian refugees and immigrants with limited English proficiency a short-cut, word-for-word bilingual reference tool for dealing with medical problems and situations in English-language environments. Seven chapters deal with different issues of the medical encounter and five appendixes present specialized terms and illustrations. An English-Laotian glossary is provided. Topics covered include why and when to see a doctor, at the doctor's office, how to fill out patient forms, in the examining room, prescriptions and following them, making an appointment, and telephoning the doctor in an emergency. Specialized appendixes list types of medical specialists and their definitions; parts of the body; major internal organs and bones; common health problems, diseases, and infections; and the glossary. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (NAV)

ED 385 180 FL 801 036

Thuy, Vuong G.
Bilingual Medical Phrase Book (In English and Cambodian (Khmer)).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 130p.; For the Laotian version, see FL 801 035; for the Vietnamese version, see FL 801 037.
LANGUAGE- English; Cambodian
EDRS Price- MF01/PC06 Plus Postage.

56 students in three different graduate education courses were given the option of following the instructor's syllabus or creating their own course. Students in the "History, Foundations, and Philosophy of Education" course unanimously decided to design their own course, while students in the "Interpreting Educational Research" course, with hesitation on the part of a few students, also sought to determine their own direction. Students in the "Contemporary Issues in Education" course, however, were deeply divided over how to design the course on their own and ultimately decided to follow the instructor's syllabus without change. The results of pre- and post-course assessments of course content mastery, student evaluations, and audiotapes of course sessions indicated that students in the student-designed courses tended to exert more ownership over the course, demonstrate more involvement in the course, and feel a greater sense of accomplishment than students in the instructor-designed course. Student achievement in all three courses was comparable. Two appendixes indicate the number and gender of course participants, pre- and post-course assessment results, and a pre-instruction self-rating form. (MDM)

ED 385 199 HE 028 465

Foster, David A.; Bareiss, Ray
Administering the Business School Case Method with a Goal-Based Scenario.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; Business Administration Education; *Business Education; *Case Studies; *Computer Assisted Instruction; *Computer Software; Conventional Instruction; Feedback; Higher Education; Multimedia Materials; Program Descriptions; Student Centered Curriculum; *Teaching Methods
IDENTIFIERS- *Case Method (Teaching Technique); Financial Reports

This paper discusses some of the shortcomings of the business case method of undergraduate and graduate business education and examines the merits of a multimedia software system that is designed to teach topics and skills in financial accounting. It argues that the traditional case-based approach provides only limited assistance to students as they are reviewing cases, limits student feedback and comes long after the student performs his or her analysis, depends on the availability of a qualified instructor to evaluate student knowledge, fails to provide step-by-step solutions to case problems, and provides little motivation to students. The paper then presents the Financial Report Analyst (FRA) multimedia software system that uses goal-based scenarios to provide a learning-by-doing environment. FRA places students in specific problem-solving roles in realistic scenarios and provides intelligent coaching as the task is performed. The paper then describes the use of FRA in detail, demonstrating how the system overcomes the shortcomings of traditional business education methods. (Contains 33 references.) (MDM) specific computer and software uses. While the methods for training are similar, training "have nots" requires more meaningful exercises and discussion of completed exercises. A nonthreatening approach and attention to student motivation are required for training new users and converting old users to new approaches. (SLD)

ED 385 219   IR 017 223

Holt, Gill
SOCRATES. EPIC Europe Eurofocus 6.
PUB DATE- Jun 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Distance Education; Educational Quality; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *International Cooperation; International Education; Migrant Youth; Open Education; *Partnerships in Education; Professional Development; *Program Development; Student Mobility
IDENTIFIERS- Europe; *European Economic Community; *SOCRATES

SOCRATES is the European Community's new education program for the member states of the European Union (EU) (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, Sweden and the United Kingdom) and the European Economic Area (EU plus Iceland, Liechtenstein and Norway). Its aims are to contribute to the development of quality education and training and to create of an open European area for cooperation in education. Its specific objectives, which include encouraging open and distance education, are addressed through its three parts: (1) Chapter 1--ERASMUS, the higher education component; (2) Chapter II--COMENIUS, the school education section; and (3) Chapter III--the Horizontal Measures initiatives. The ERASMUS component promotes the European dimension in universities through transnational cooperation and encourages student mobility among the member states. The COMENIUS component promotes partnership between schools, focuses on the education of migrant and transient students, and works for professional staff development. Horizontal measures promote a variety of transnational efforts to promote language skills in the European Community, open and distance learning, and the exchange of information and experience. (SLD)

ED 385 220   IR 017 226

Riedl, Joan
The Integrated Technology Classroom: Building Self-Reliant Learners.
PUB DATE- 95
NOTE- 199p.; A supplemental disk (requires Macintosh computer and Microsoft Works 3.0 or Claris Works 2.0) of integrated technology resources is included.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; Educational Change; *Educational Technology; Elementary Secondary Education; *Integrated Activities; *Learning Centers

(Contains 55 references.) (SLD)

ED 385 237 IR 017 248

Graham, Charles D.
Layers of Learning Communities: Orchestrating a Districtwide Technology Implementation. The Central Office Internal Facilitator's Role in Implementation of an Integrated Learning System.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Educational Change; Educational Planning; *Educational Technology; Elementary Education; Instructional Leadership; Integrated Activities; *Integrated Learning Systems; Language Arts; *Program Implementation; School Districts; Teacher Attitudes; Teacher Role; *Technological Advancement
IDENTIFIERS- *Central Office Administrators; *Colonial School District PA; Facilitative Leadership; Facilitators

The integrated learning system (ILS) was developed as a technology application that provides a teacher-proof, self-sufficient curriculum. However, there has been increased recognition of the need for teacher involvement in the implementation process and greater integration with existing curricula. The Colonial School District of Plymouth Meeting (Pennsylvania) planned for effective educational change through the implementation of an ILS. At the time of the report, implementation included 328 student stations in 89 elementary school classrooms in 5 building networks. The Integrated Language Arts software convinced teachers that the ILS would be a valuable addition to the classroom, yet teachers were not willing to create a subject that required students to visit a specialist to study computers. The implementation process was facilitated through the use of leadership teams at the building and district levels, but the role of the central office was critical in establishing the conditions for successful long-term implementation. Both financial and moral support were generated by the central office, but the success of the program required the commitment of each school's administration and teachers. (Contains 13 references.) (SLD)

ED 385 238 IR 017 249

Kommers, P. A. M.
Conceptual Design to Complement Hypermedia as Learning Tools.
PUB DATE- 95
NOTE- 6p.; Paper proposal for the EARLI'95 symposium "Learning With Hypermedia" in the domain "Learning and Technology."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Cognitive Structures; Computer Assisted Instruction; *Concept Formation; Constructivism (Learning); Foreign Countries; *Hypermedia; Knowledge Representation; *Learning Processes; Problem Solving

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Learning; Institutional Cooperation; Lifelong Learning; *Museums; Research Needs

Museum programs for adults are characterized by personal enrichment, rather than acquisition of practical or specific useful skills, as the common goal of most learners and program developers. This paper provides an overview of the kinds of adult programming offered in museums today. The institutional context of adult educational programs in museums is examined, including institutional diversity across a range of museums in terms of type of museum, administration, approach to public service, and existence of members' groups. The discussion focuses on the development of educational programming, how educational programs for adults are initiated in museums, and the process of locating and using professional resource materials. Barriers to program development and expansion, and examples of alternative adult programs in museums which demonstrate collaboration between institutions are described. The state of current research in the field of museum education is examined, and research recommendations are made. Twenty readings are suggested, and information is provided on professional resource centers and organizations. (MAS)

ED 385 256 IR 017 337

Flexner, Paul A.
Community Based Adult Jewish Learning Program Issues and Concerns.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 24p.; One of eight commissioned papers presented at the conference "Public Libraries and Community-Based Education: Making the Connection for Life Long Learning." For the collected commissioned papers, see IR 017 333. For each commissioned paper separately analyzed, see IR 017 334-341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Learning; Cognitive Structures; Community Role; *Jews; Judaism; Lifelong Learning; Religious Education
IDENTIFIERS- *Community Based Education

Adult learning in the Jewish community finds its roots in history, and has received renewed attention. Learning within the religious tradition encompasses a level of thought and activity which goes far beyond the typical adult education format. The purpose of the experience is to develop structures of meaning which aid individuals in relating their own personal experiences to the larger purposes of living within a community of people. A second approach to religious learning suggests that adults are best able to find meaning in their lives by relating their own personal stories to stories of the religious community, discovering a deeper meaning and becoming more committed to the practices and observances of the community. The majority of adult Jewish learning opportunities are sponsored by community-based non-academic institutions, but there are very few sources of information about the adult learning opportunities. An adult Jewish learning program which will take advantage of the wealth of resources that exist within the community while not putting undue pressure on the existing infrastructure is proposed. It is also proposed that a community-wide taskforce be established with lay and

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperation; Federal Government; *Government Role; Public Policy; Standards; Television
IDENTIFIERS- Digital Imagery; *Digital Technology; Interoperability; *National Information Infrastructure; *Video Technology

The National Information Infrastructure (NII) vision encompasses an infrastructure providing seamless, interactive, user driven access to the widest range of information. Video will play a key role in distribution of educational information, government data, manufacturing information, and access to health care data and services. The Technology Policy Working Group (TPWG) believes that with computers, television, and other digital devices working together seamlessly, a digital video infrastructure will be a central part of the infrastructure delivering the NII's benefits to the home and the workplace. Consequently, it should be U.S, policy to promote movement towards the creation and interoperability of this infrastructure. The Digital HDTV Grand Alliance's (GA) proposed standards represent a starting point in the creation of an architecture for communications and video standards. However, an overall advanced digital video architecture to address the full range of video in the NII does not yet exist. Delay in implementing the appropriate digital television infrastructure will propagate the current analog system that is incompatible with the NII vision. Consequently, TPWG recommends: (1) the Federal Government should fully support the Federal Communications Commission (FCC) Advisory Committee on Advanced Television Service (ACATS) process and the Grand Alliance's efforts to set an advanced digital television standard; and (2) the Federal Government should continue its working relationship with industry-led research and development efforts that are establishing an interoperative advanced digital video infrastructure. An appendix discusses technology challenges to an advanced digital video infrastructure. (Contains 14 references.) (MAS)

ED 385 275 IR 055 557

Putting the Information Infrastructure to Work. Report of the Information Infrastructure Task Force Committee on Applications and Technology. NIST Special Publication 857.
PUB DATE- May 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Computer Networks; Decision Making; *Government Role; *Information Networks; Information Technology; Planning; *Policy Formation; Program Descriptions; Telecommunications; Users (Information)
IDENTIFIERS- *National Information Infrastructure

An interconnection of computer networks, telecommunications services, and applications, the National Information Infrastructure (NII) can open up new vistas and profoundly change much of American life. This report explores some of the opportunities and obstacles to the use of the NII by people and organizations. The goal is to express how improvements in the technical foundation upon which all modern communications rests can benefit all Americans by focusing on the uses of the NII and the benefits to be derived by applications of advanced computing and communications technologies. This document describes how the evolving NII can: enhance the competitiveness of our manufacturing base; increase speed and efficiency of tables provide statistics for public and private schools. (Author/AEF)

ED 385 294 IR 055 580

Anderson, Judith
USENET Newsgroups. Consumer Guide, Number 12.
PUB DATE- Jun 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Administrators; *Computer Mediated Communication; *Computer Networks; *Discussion Groups; Guidelines; *Information Seeking; Information Sources; Proofreading
IDENTIFIERS- Internet; *USENET

USENET is a system of special interest discussion groups called newsgroups, to which readers can send or post messages which are then distributed to other computers in the network. A common network is the Internet, but other networks may carry USENET as well. There are thousands of newsgroups, with a wide range of conversations on topics such as computer technology, gardening, rock and roll, and education. Each newsgroup is a discussion group focused around a specific topic. The network site administrator can provide site-specific information on accessing USENET. Most systems allow for searching the names of the newsgroups by keyword. Each newsgroup has its own set of rules. Some newsgroups are moderated; in others, there is no screening of messages. Some hints for joining a newsgroup include writing concisely, sticking to the topic, responding politely, providing references, avoiding humor or sarcasm when it could be misinterpreted, and proofreading. The following should be avoided: advertising, writing in all capitals, posting irrelevant material, and posting surveys. (AEF)

ED 385 295 IR 055 581

King, Donald W.; And Others
Communication by Engineers: A Literature Review of Engineers' Information Needs, Seeking Processes, and Use.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Aug 94
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Communication (Thought Transfer); *Engineers; *Information Needs; *Information Seeking; Literature Reviews; Research and Development; Research Reports; *Scientific and Technical Information; *Scientists

There have been hundreds, perhaps thousands, of studies involving scientific and technical information communication performed over the last 25 years. This review attempts to provide a window to these studies for persons interested in studying the results published in technical reports and the formal literature. This review primarily deals with the information-seeking needs and behavior of engineers and, to a lesser degree, scientists or those said to be generally engaged in audio conferences, and real-time computer communications. A profile of DE students developed in 1988 indicated that, in general, they were over 26 years of age, highly motivated, goal-oriented, and unable to attend the traditional classroom setting. With respect to student outcomes, two studies on distance education from 1992 and 1993 found no significant difference in grade point averages between distance and traditional students, though evidence did exist that course completion rates were higher in traditional sections. Another important issue in implementing DE is that low-income and minority students may not have access to the technology and may be locked out of the programs. One of the greatest challenges facing the widespread implementation of DE programs, however, are faculty who are concerned about the impact of technology on their roles, intellectual property rights, fair compensation, decline in quality due to canned courses, and preserving human contact. (Contains 13 references.) (KP)

ED 385 312 JC 950 381

Windham, Patricia
The Importance of Work and Other Factors to Attrition: A Comparison of Significancy and Odds Ratios for Different Outcomes.
PUB DATE- Aug 95
NOTE- 20p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research (24th, Asheville, NC, August 6-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Attendance; College Transfer Students; Community Colleges; Dropout Research; *Dropouts; High Risk Students; Minority Groups; Nontraditional Students; *Predictor Variables; School Holding Power; *Student Attrition; Two Year Colleges; *Two Year College Students

In order to gather data on the causes of student attrition, a study was conducted at a Florida community college to identify the relative importance of a set of selected environmental factors and student characteristics. A cohort was developed from the fall 1990 first-time-in-college students and was tracked for 2 years using the college's standard student level record system and the Florida Education and Training Placement Information Program, a state-level follow-up system. Study results included the following: (1) fall 1990 grade point average (GPA) and the student's mathematics placement score were the most consistently significant variables throughout the study; (2) students working full-time were between 2 and 3 times more likely to drop out than students not working full-time; (3) students taking college preparatory courses were about twice as likely to drop out as those not taking college preparatory courses; (4) beginning college with a regular high school diploma was very important the first year, while the ability to attend full-time was important the second year; (5) students most likely to remain enrolled either at the community college or in higher education were young, were employed part-time, were attending college full-time, and had a high school diploma and good GPA; and (6) students least likely to return were older students, were working full-time, were attending college part-time, and had taken college preparatory courses the first semester. Contains eight references. (MAB)

ED 385 313 JC 950 382

in the environment such as aspirations of key managers, the benefits to key stakeholders, and new funding sources; and (4) assess the level of political and economic risk for each party. The document then details some recent BCC joint ventures, highlighting the advantages gained through the cooperative efforts. A description is provided of the BCC/North Regional Library, the second public/community college library in Florida. Combining resources allows the library to provide expanded professional services; greater holdings aimed at both students and the general public; and longer hours of operation. Another example detailed is the Little Learner's College, a child care center caring for 110-120 children and a laboratory school for students in the child care management program. BBC and the Child Care Connection worked together to receive state funding for a pilot project that subsidizes child care for community college students who show need. (KP)

ED 385 330 JC 950 404

Condition of Higher Education in New Mexico, 1994. Year Ending December 31, 1994.
PUB DATE- Nov 94
NOTE- 49p.; For the 1993 report, see ED 368 287.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; College Faculty; Community Colleges; Cooperative Education; Educational Finance; *Enrollment; Enrollment Trends; Ethnic Groups; *Higher Education; Scholarship Funds; *School Demography; *State Aid; Tables (Data); *Teacher Salaries; *Tuition; Two Year Colleges
IDENTIFIERS- *New Mexico

This 1995 report from the State of New Mexico Commission on Higher Education presents factual information about New Mexico's colleges and universities and the students attending these institutions as of November 1994. Highlights of the report include: (1) 99,000 students are currently enrolled in public two-year colleges and universities; (2) six public universities enrolled approximately 60% of the full-time equivalents (FTE) students, while two-year institutions enrolled 40%; (3) two-year institutions are the predominant entry point for most postsecondary students; (4) 82% of students are New Mexico residents; (5) approximately 31% of students enrolled statewide were Hispanic; (6) Hispanics account for 16.3% of the doctoral degree recipients; (7) women account for 44.2% of doctoral degree recipients; (8) students paid an average of $1,693 in tuition and fees; (9) students enrolled in two-year institutions pay an average of $626 in annual tuition and fees; (10) students received $173 million in financial aid; (11) students contracted for $81 million in loans to pay for college expenses: (12) New Mexico mirrors a national trend of increasing reliance on student loans, rather than scholarships; (13) general fund appropriations for higher education is $436 million; (14) the average statewide expenditure per FTE student is $6,631; and (15) during the past 5 years, New Mexico's colleges received approximately $170 million in state capital outlay appropriations. Also included in the report are descriptions of seven special programs and major commission reports and activities. (KP)

ED 385 331 JC 950 405

Adeyemi, Gloria; And Others

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; *Caregiver Role; Definitions; *Early Childhood Education; *Educational Environment; Foreign Countries; *Inclusive Schools; Play; Positive Reinforcement; *Self Concept; *Self Esteem; Student Attitudes; Young Children
IDENTIFIERS- Positive Attitudes

The development of a positive self-concept and self-esteem can affect thinking, feeling, attitudes, and behavior, and determine what children are and their successes in later life. Noting the importance of development of self-concept and self-esteem in the early years, this booklet provides some background information and specific strategies to develop a positive self-concept in preschool children in inclusive settings. The booklet distinguishes between self-concept (the perceived reactions of others in social situations) and self-esteem (personal judgment about one's own worth). The booklet also provides a rationale for developing a positive awareness of self in an integrated setting and examines the role of the early childhood educator in this development. This role includes establishing a daily routine, maintaining realistic expectations, encouraging independence and control, accepting negative feelings, and providing an appropriate physical, social, and emotional environment. The remainder of the booklet presents activities to enhance self-esteem, including greetings on arrival, notice boards, lifelines, listening, and dramatic play. (Contains 20 references.) (AP)

ED 385 350 PS 023 256

Evans, Judith L.; Brown, Janet
Men in the Lives of Children.
PUB DATE- Apr 95
NOTE- 67p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Children; Cross Cultural Studies; Cultural Influences; Developing Nations; *Early Childhood Education; Family Role; *Father Attitudes; *Fathers; Foreign Countries; Males; *Parent Child Relationship; Parent Role; Program Design; Responsibility

This theme issue of "Coordinators' Notebook" takes a cross-cultural look at how men, as fathers, caregivers, and in other roles, affect the lives of young children. The issue also explores the ways in which educating men about the needs of children and getting them involved in the programming process have strengthened programs that promote the growth and development of young children. The title article, by Judith L. Evans, covers the following topics: (1) men as fathers; (2) changing roles of men and women; (3) the roles men play beyond being a father; (4) strategies for deepening men's understanding and involvement with their children; and (5) suggestions on where to begin when establishing programs. A second article (Janet Brown) explores gender relations and conflicts. Other sections of this issue provide related resources, profiles of programs providing quality services to children and families. Additional news and information on the Consultative Group on Early childhood Care and Development conclude the issue, including announcement of the two 1995 women's conferences to be held in Beijing, China. (Contains 22

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Early Childhood Education; Family (Sociological Unit); *Family Programs; *Integrated Services; *Policy Formation; Political Influences; Program Effectiveness; Program Improvement; Public Policy; Social Influences; Social Services; Young Children
IDENTIFIERS- Access to Services; Colorado; Family Policy; Florida; Indiana; Oregon; *Reform Efforts

This book presents the results of an extended study of service integration efforts in Colorado, Florida, Indiana, and Oregon, highlighting the nature of existing service integration and the potential of systemic reform efforts. The first part of the book examines the range and complexity of current service integration efforts, offers a definition of the term, and presents the study's rationale and purpose, its conceptual model, and an overview of service integration in the four states chosen for analysis. Part 2 examines the events and conditions outside specific service integration efforts that may influence their creation, development, and effectiveness. Part 3 examines the implementation of service integration efforts, investigating and discussing in detail the following six factors: (1) the individual or multiple fields to be integrated; (2) the most effective level (state or local) at which service integration can be accomplished; (3) different approaches to service integration; (4) financing; (5) leadership; and (6) private sector, consumer, and media involvement. Part 4 examines the results of service integration efforts focusing on systemic accomplishment and human outcomes. Part 5 synthesizes and integrates the results and discusses the implications for future service integration efforts. An appendix contains a detailed examination of the service integration efforts for each of the states under investigations and contacts in the four states. Contains 60 references. (AA)

ED 385 370   PS 023 462

Hollands, Fiona
Life Outside School: A Curriculum Proposal.
PUB DATE- May 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Counseling; Classroom Techniques; Curriculum Guides; Educational Objectives; Elementary Education; *Elementary School Curriculum; *Family Life Education; *Family Relationship; Parent Participation; *Social Adjustment; Teaching Methods; *Vocational Adjustment; Work Attitudes

This paper proposes a curriculum that is designed to help upper elementary students (grades four through six) become well-rounded, well-adjusted individuals capable of transferring their academic and social skills to a variety of home, workplace, and community settings. It contains three units that focus on the home, workplace, and community, with each unit designed to be taught during two weekly sessions over the course of the school year. The curriculum outlines specific goals and objectives for each unit, teaching methods, lessons, and suggested activities. It provides a detailed plan for Unit 2, Life in the Workplace, which centers on parent speakers describing the jobs they do and the preparation they received

ED 385 389 PS 023 528

Graves, Donald H., Ed.; Sunstein, Bonnie S., Ed.
Portfolio Portraits.
PUB DATE- 92
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrators; Case Studies; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Portfolio Assessment; *Self Evaluation (Individuals); *Student Evaluation; Student Records; Students; Teacher Evaluation; Teachers
IDENTIFIERS- *Alternative Assessment; Authentic Assessment; Student Centered Assessment

This book offers portraits of portfolio keepers--from first graders to university sophomores and graduate students, from teachers in graduate classes to administrators in public schools--as they learn how to use portfolios. The book's introductory chapter looks at shifting definitions of portfolios and offers seven principles to ensure growth of the portfolio movement. This chapter also describes the personal growth of a teacher-portfolio keeper and the shifts made in teaching over 3 years of assigning portfolios in class. Part 1 of the book presents portraits of classrooms where portfolios are kept--first, fifth, and eighth grades, sophomore year of college, and a graduate master's course for teachers. The chapters describe, from the teachers' perspectives, how portfolios can link theory to practice for students and teachers. Part 2 moves away from classroom specifics and examines the larger issues related to portfolios, offers suggestions for helping students learn to evaluate their own work, looks at the current situation in large-scale testing and performance assessment, and reviews the term portfolio as it is used in fine arts and financial investment. Part 3 offers portraits of four very different portfolio keepers: a superintendent, a college senior, and two second-grade boys. (Contains approximately 166 references.) (AA)

ED 385 390 PS 023 529

Silin, Jonathan G.
Sex, Death, and the Education of Children: Our Passion for Ignorance in the Age of AIDS. The Politics of Identity and Education Series.
PUB DATE- 95
NOTE- 263p.; Foreword by Madeline R. Grumet.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Activism; Death; *Diseases; Early Childhood Education; Educational Policy; Elementary Education; *Elementary School Curriculum; Feminism; Health; Health Education; Homophobia; Homosexuality; Lesbianism; Nondiscriminatory Education; Political Attitudes; Political Issues; *Politics of Education; Sex Bias; Sex Discrimination; Sex Education; Sex Fairness; *Sexual Identity; *Sexuality; Social Action; Social Attitudes; Social Bias; Teacher Influence; Teacher Role
IDENTIFIERS- Safe Sex Practices; *Silence

This book is a collection of expository essays examining the

This report evaluates the Ganado Learning Arts Development Project (GLAD), a program implemented at the Ganado Primary School in Arizona. The school serves K-2 students from the Navajo reservation and emphasizes integration of traditional Navajo teachings and culture with Western knowledge. The report covers the following data: (1) student average attendance (1980-1994); (2) student enrollment and enrollment projections by year and by grade (1985-1994); (3) student turnover rates and reasons given for student withdrawal (1989-1992); (4) Language Assessment Scale scores indicating students' level of English language proficiency (1987-1994); (5) limited English proficiency (LEP) status of students (1993-1994); (6) Navajo/English proficiency student distribution (1992); (7) student socioeconomic status (1994); (8) a study analyzing LEP speaker profiles for second grade students broken down by community (1985); (9) average scores on the Iowa Test of Basic Skills and the Gates MacGinitie Reading Test (1986-1991); (10) data from the at-home student reading program (1991-1994); (11) impact on students' reading and writing skills of staff training in the Collaborative Literacy Intervention Project (CLIP) (1992-1994); (12) communities served by the school (1990); (13) parent survey concerning demographic information (1988-1993); (14) level of parent participation in school workshops and activities (1985-1993); (15) teacher perceptions of parental involvement (1991-1994); (16) results of parent surveys concerning the GLAD Project for the years 1985-1992); (17) staff attendance levels (1984-1993); (18) professional leave time for staff development (1990-1993); (19) results of the Theoretical Orientation to Reading Profile completed by staff (1989); (20) number of staff who have taken university course work (1985-1993); (21) staff turnover rates (1987-1994); and (22) number of ESL and bilingual staff endorsements (1989-1994). The report also includes letter of accreditation from the North Central Association of Colleges and Schools; program implementation reports for 1993-1994; and a site visit report from the CLIP project. Contains many data tables. (LP)

ED 385 408 RC 020 152

Wall, Milan; Luther, Vicki
Clues to Rural Community Survival. A Research Report. 8th Edition.
SPONS. AGENCY- Center for the New West, Denver, CO.; Nebraska Governor's Policy Research Office, Lincoln.; Pioneer Inst. for Public Policy Research, Boston, MA.
PUB DATE- Mar 92
NOTE- 99p.; For related document detailing the case study method, see RC 020 154.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Development; *Community Leaders; Community Study; Economic Development; Elementary Secondary Education; Health Services; Interviews; Leadership Training; Profiles; *Quality of Life; Rural Areas; *Rural Development; Rural Education; *Small Towns
IDENTIFIERS- *Community Viability; *United States (Great Plains States)

Case studies of five rural Nebraska communities identified why some rural communities have survived economic trends stemming from the worst agricultural economic crisis since the Great Depression, while others seem to have surrendered. Background information on each community was gathered from available state, federal, and private information resource banks. Community leaders were identified and interviewed about quality

IDENTIFIERS- ERIC Digests

This digest briefly summarizes the parallel development of outdoor education and outdoor therapeutic programs for troubled and adjudicated youth, describes the rationale supporting outdoor approaches, and reports related research and evaluation findings. First attempts to use the outdoors as a healing environment were "tent therapy" programs at state psychiatric hospitals in the early 1900s. The mid-1900s saw the start of more sophisticated camping programs for troubled youth that included observation, diagnosis, and psychotherapy components. The first therapeutic wilderness programs included the perception of danger and immediate natural consequences of participant noncooperation. At the same time, experience-based programming was developing in schools and universities. The two movements had many common influences, including the ideas of John Dewey and Kurt Hahn. Since the 1970s, the number and types of outdoor programs geared specifically to troubled youth have increased dramatically. Outdoor settings allow staff and youth to relate in new nonverbal ways, provide a new environment with new possibilities, encourage participants to face their fears, and create interdependence among group members. Many mental health programs for youth use the outdoor environment, but their therapeutic programs are often quite vague. Court-related programs are usually residential, long-term, and designed as an alternative to incarceration. Although the research on outdoor programs has been sparse, available evidence suggests positive impacts on self-esteem in both mental health and court programs, as well as reductions in delinquency recidivism rates. This digest includes suggestions for further research and information on resources. Contains nine references. (SV)

ED 385 426   RC 020 277

Wiles, Jon W.
Middle Level Education in Rural America. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Objectives; *Educational Strategies; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Rural Education; *Rural Schools; School Size; Skill Development; *Small Schools; Student Development
IDENTIFIERS- Developmentally Appropriate Programs; ERIC Digests; *Standardization

This digest describes the development of the standard middle school and its impact on rural areas, discusses the original goals of middle schooling, and suggests how rural schools can meet these goals despite their small size. The earliest middle schools were innovative rural junior high schools that enriched their programs with additional electives and age-appropriate activities and experimented with team teaching and flexible schedules. By the early 1970s, however, middle school designs had become somewhat standardized and a formula for a successful program began to emerge. The small size of most rural middle schools, which were sometimes dependent on the high school for shared facilities and teachers, seemed to preclude having a "true" middle school. In some places, a belief in a critical scale for the standardized middle school program (believed to

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Doctoral Dissertations; Elementary Secondary Education; Higher Education; *Mathematics Education; Publications; *Research Reports
IDENTIFIERS- *Mathematics Education Research

This supplement contains the annual listing of research in mathematics education for 1994. Chapter 1, "Dissertation Research Reported in 1994" (Michael L. Bumbaugh & Sigrid Wagner), lists 251 dissertations abstracted in Dissertation Abstracts International during 1994 along with an index of dissertations by institution. Chapter 2, "Research Articles Published in 1994" (Gale A. Watson & Michelle K. Reed), lists 185 journal articles published in 1994 and includes a list of journals searched. Journal articles focusing on the interpretation and implications of research are included in this chapter. Chapter 3, "Research Papers and Monographs Produced in 1994" (Michelle K. Reed & Gale A. Watson), lists 57 papers and monographs abstracted for the ERIC database by the end of March 1995. Entries in each chapter contain annotations, major and minor category codes, and grade level codes. An index by major category codes is provided at the end. (MKR)

ED 385 446 SE 056 769

Fortner, Rosanne W., Ed.; Mayer, Victor J., Ed.
High School Symposium for Earth Systems Education (Columbus, Ohio, October 1994). Proceedings and Summary.
PUB DATE- 95
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Course Descriptions; *Curriculum Development; *Educational Change; Educational Resources; Environmental Education; High Schools; Interdisciplinary Approach; Lesson Plans; *Science Curriculum; Units of Study
IDENTIFIERS- *Earth Systems Education

This volume contains the proceedings and summary for the Earth Systems Education high school symposium conducted in October, 1994. Selected participants were invited to contribute papers for inclusion in this volume so that other teachers can see how Earth Systems Education (ESE) looks in practice. The volume also contains the context for ESE in terms of the National Science Education Standards, innovative technologies, and key university developments. The proceedings are presented in the following sections: (1) a symposium overview; (2) restructuring the science curriculum; (3) description of ESE; (4) ESE interface with National Science Education Standards; (5) ESE in context including a teacher's view, ESE at the college level, and ESE in international telecommunications (the GLOBE program); (6) issues in high school science curriculum restructure; (7) participant presentation transcripts; (8) technology support and resources for ESE (includes handouts and additional related information); (9) references cited (contains 14 entries); and (10) appendix. The appendix contains the symposium agenda and participant list, a summary of five published articles concerning the philosophy and history behind ESE, and an annotated bibliography of 50 books and articles useful for assisting teachers in transitions to ESE. Presentations discussing courses include: (1) "Biological and

1, "Strengthening Gender Focus throughout A.I.D.," contains the following: (1) "The WID Office: Women in Development"; (2) "A.I.D. Regional Bureaus and Missions (including Bureaus for Africa, Asia, Europe, Latin American and the Caribbean, and the Near East)"; and (3) "Monitoring and Evaluation: Making Women Count." Part 2, "Applying Lessons Learned, FYs 1991-1992," includes: (1) "The Private Sector: Expanding Women's Income Options (Women and Microenterprise and Women and Agribusiness)"; (2) "Education: Closing the Gender Gap"; (3) "Environment and Natural Resources Management: Gender Issues"; (4) "Democracy and Governance: Increasing Women's Participation"; (5) "Health and Nutrition: Focusing on Women's Needs"; (6) "Population: Women, Men, and Families"; and (7) "Participant Training." (EH)

ED 385 466 SO 024 967

Lakin, Michael, Ed.
Quality Education for All. International Consultative Forum on Education for All (2nd, New Delhi, India, September 8-10, 1993), Final Report.
PUB DATE- 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Economic Development; Educational Development; *Educational Improvement; Educational Needs; *Educational Planning; *Educational Quality; Educational Research; *Educational Strategies; *Equal Education; Foreign Countries; Human Capital; Human Resources; School Effectiveness; *Strategic Planning

This report attempts to present the main issues that emerged in the discussion during the four topical sessions and three roundtables of the second meeting of the International Consultative Forum on Education for All. The Forum reflected the widespread dissatisfaction over the irrelevance and poor quality of much basic education today, as well as the concern that expansion of basic education provision must not, and need not, lead to a lower quality of learning. The Forum's deliberations may be useful to policymakers and professionals concerned with development and with basic education. The volume contains the following topics for discussion, roundtables and annexes. Part 1, "Quality Education for All," lists the following topics: (1) "Early Childhood Development"; (2) "Improving Primary Schooling"; (3) "Improving Nonformal Primary Education"; and (4) "Financing Quality Basic Education." Roundtables include the following: (1) "Basic Education for Girls and Women"; (2) "New Partnerships for EFA"; and (3) "Education and the Media." The appendices include: (1) "Forum Programme and List of Documents"; (2) "Keynote Speech by Federico Mayor"; and (3) "List of Participants." (EH)

ED 385 467 SO 025 000

Kentucky Education, Arts, and Humanities Cabinet Report to the Commonwealth.
PUB DATE- Sep 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; *Fine Arts; *Humanities; *Public

PUB DATE- Jun 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Art Activities; *Art Education; *Art History; Arts Centers; Early Childhood Education; *Educational Games; Elementary School Students; Games; *Museums; Preschool Children
IDENTIFIERS- University of Notre Dame IN

This game, designed for use in the Snite Museum of Art, Knott Beckman Gallery, Indiana, focuses on some of the different types of travel depicted in gallery paintings from 16th and 17th century Europe. The questions, with multiple choice answers, encourage viewers to find details of every day life, and to consider whether their meaning is religious or social. Black and white 'detail' reproductions are included for each of the 6 paintings represented. Question answers are given on reverse pages. The game is appropriate for self use by individuals with average fourth grade level reading skills and guided use with preschool and primary school aged children. (MM)

ED 385 489 SO 025 360

Yu-ning, Li, Ed.
Images of Women in Chinese Literature. Volume 1.
PUB DATE- 94
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chinese Culture; *Cultural Images; Females; Folk Culture; Foreign Countries; Legends; Mythology; Role Perception; Sexism in Language; Sex Role; *Sex Stereotypes; Sexual Identity; *Womens Studies; World History; *World Literature
IDENTIFIERS- *Asian Culture; China; *Chinese Literature

This book examines the ways in which Chinese literature offers a vast array of prospects, new interpretations, new fields of study, and new themes for the study of women. As a result of the global movement toward greater recognition of gender equality and human dignity, the study of women as portrayed in Chinese literature has a long and rich history. A single volume cannot cover the enormous field but offers volume is a starting point for further research. Several renowned Chinese writers and researchers contributed to the book. The volume includes the following: (1) Introduction (Li Yu-ning); (2) Concepts of Redemption and Fall through Woman as Reflected in Chinese Literature (Tsung Su); (3) The Poems of Li Qingzhao (1084-1141) (Kai-yu Hsu); (4) Images of Women in Yuan Drama (Fan Pen Chen); (5) The Vanguards--The Truncated Stage (The Women of Lu Yin, Bing Xin, and Ding Ling) (Liu Nienling); (6) New Woman vs. Old Mores: A Study of Woman Characters in Ba Jin's Torrents Trilogy (Tsung Su); (7) Desire and Desperation: An Analysis of the Female Characters in Cao Yu's Play The Thunderstorm (Wan Ning); and (8) The Single Woman as Seen in the Writings of Contemporary Chinese Women Writers (Liu Nienling). A glossary of Chinese names in Chinese and pinying is appended. (EH)

ED 385 490 SP 036 097

This publication is the fifth volume in the "Advanced in Research on Teaching" series, which has been established to provide state-of-the-art conceptualization and analysis of the processes involved in functioning as a classroom teacher. This volume focuses on the work of the Center for the Learning and Teaching of Elementary Subjects in the College of Education at Michigan State University. Following an introduction by Jere Brophy, the book is divided into nine chapters: (1) "1990s Curriculum Reform: Deja View All Over Again" (Richard Prawat); (2) "Old Paths, New Journeys: A Search for the Teacher in Arts Education Research" (Wanda T. May); (3) "University Personnel and K-5 Teachers Collaborate To Improve the Teaching and Learning of Literature" (Patricia Cianciolo and Barbara Quirk); (4) "Changing the Context for Classroom Reading Instruction: The Book Club Project for Urban Students" (Susan McMahon, Taffy Raphael, and Virginia Goatley); (5) "The Power of Friendship Groups: Teacher Research as a Critical Literacy Project for Urban Students" (Sandra Hollingsworth and Mary Dybdahl); (6) "'Storytellers', 'Scientists', and 'Reformers' in the Teaching of U.S. History to Fifth Graders: Three Teachers, Three Approaches" (Bruce VanSledright and Jere Brophy); (7) "Powerful Social Studies: Concepts That Count?" (Corinna Hasbach, Kathleen Roth, Cheryl Rosaen, and Elaine Hoekwater); (8) "Similarities and Contrasts between Writing during a Writer's Workshop and Writing in Science: Examining the Teacher's Role" (Cheryl Rosaen and Kathleen Roth); (9) "Collaboration in a Professional Culture: Renegotiating Barriers To Improve Practice" (Cheryl Rosaen). Following each paper are brief cross talk sections in which the authors respond to questions and comments raised by the editor and other contributors. Each chapter contains references. (ND)

ED 385 507 SP 036 128

Gaskell, Jane, Ed.; Willinsky, John, Ed.
Gender In/forms Curriculum: From Enrichment to Transformation.
PUB DATE- 95
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Art Education; *Curriculum Development; *Curriculum Research; Educational Technology; Elementary Secondary Education; English (Second Language); *Feminism; Home Economics; Mathematics Instruction; Music Education; Physical Education; Self Concept; *Sex Bias; Sex Differences; Sex Discrimination; *Sex Role; Sex Stereotypes; Sexual Identity; Social Studies; Vocational Education; *Womens Studies; Writing Instruction
IDENTIFIERS- *Gender Issues

This publication presents a diverse set of perspectives on the significance of recent developments in research on gender and what it means for the school curriculum. After "Introduction: The Politics of the Project" (Jane Gaskell and John Willinsky) and "Introduction Revisited: Better a Maroon Than a Mammy" (Annette Henry), the book is divided into 14 chapters: (1) "So We've Got a Chip on Our Shoulder! Sexing the Texts of 'Educational Technology'" (Mary Bryson and Suzanne de Castell); (2) "Art Education as a Negative Example of Gender-Enriching Curriculum" (Georgia C. Collins); (3) "Making It Work: Gender and Vocational Education" (Jane Gaskell); (4) "Reading and the Female Moral Imagination: 'Words Mean More Than What Is Set Down on Paper'" (Francis E. Kazemek); (5) "'The Feminist Trespass': Gender, Literature, and Curriculum" (Ursula A.

As preparation for the workshop, potential participants from one urban and two rural elementary schools were given instruction in Macintosh basics and Microsoft Works. Nine teachers and five student teachers were selected to participate. The workshop was conducted in two 5-day sessions, 3 weeks apart. Data were collected by participant computer journal, specific writing assignments, evaluations, interviews, and observation. Overall, the participants were excited and motivated to work and to learn about multimedia technology. Results in five areas of the project are discussed: (1) access to computers; (2) access to experts; (3) explanation/work choices; (4) concerns/complications; and (5) professional growth. (Contains 8 references.) (ND)

ED 385 524 SP 036 146

Thornton, Stephen J.
The Enacted Curriculum: A Deweyan Perspective.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Curriculum Development; Higher Education; High Schools; *Professional Autonomy; Public Schools; School Policy; *Student Teacher Attitudes; Student Teachers; Student Teaching; *Teacher Effectiveness; *Teacher Influence; Teaching Methods; *Teaching Styles
IDENTIFIERS- Dewey (John); New York City Board of Education

A case study of a student teacher shows that even under conditions of perceived and/or real constraints on their autonomy, teachers retain great power to shape enacted curriculum (defined as the outcome of interactions among teachers, students, and materials). A student teacher (Ken) was assigned to teach 12th-grade U.S. history in a New York City high school, which had a highly structured curriculum and prescribed policies in instructional arrangements. The student teacher's views of proper curriculum content and appropriate instructional procedures did not always coincide with school policies and the preferences of his cooperating teacher. Yet, even in the earlier stages of his student teaching, while adhering fairly strictly to the required developmental lesson format, Ken was able to weave in material from other lessons thus providing for a coherent sequencing of subject matter. His own voice came through in the sincerity and respect shown to students in his responses to their questions. In the final weeks of his student teaching experience he used other formats successfully, such as small group instruction and role play. This student teacher was more successful in putting his own mark on the curriculum and instructional strategy than he gave himself credit for. This case study suggests that teachers may be wholly or partly oblivious to their own successes. Ken's persistent refrain that he was not free to teach what and how he wanted was truer in his mind than in the classroom. Such a belief can act to disempower teachers, as it did Ken. The study illustrates that even when prescriptive policies on curriculum and instruction are in place, teachers retain room for maneuver, whether they fully appreciate it or not. (Contains 13 references.) (ND)

ED 385 525 SP 036 147

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advanced Placement; College Entrance Examinations; *Constructed Response; Ethnic Groups; High Schools; *High School Students; *Multiple Choice Tests; Racial Differences; *Scores; *Sex Differences; Test Items; Test Reliability; Test Results
IDENTIFIERS- *Advanced Placement Examinations (CEEB)

This report describes three exploratory studies of the performance of males and females on the multiple-choice and constructed-response sections of four Advanced Placement Examinations: United States History, Biology, Chemistry, and English Language and Composition. Analyses were carried out for each racial or ethnic group with a sample size of at least 200. Gender differences associated with differences in the score reliabilities of the two types of assessment were studied. Analyses were also conducted to assess the extent to which sex-related differences in multiple-choice scores could be attributed to differentially functioning items favoring males. Exploratory analyses were also undertaken to determine whether patterns of sex-related items could be observed for constructed-response questions. There was little support for the "different-reliabilities" hypothesis, and fairly small numbers of multiple-choice items exhibited sex-related differential functioning. The third study suggested that topic variability may have a greater effect on sex-related differences than the variability associated with particular question types or content areas. Fourteen figures and 22 tables present analysis results. An appendix presents four tables of summary statistics. (Contains 28 references.) (Author/SLD)

ED 385 544 TM 023 960

Lukhele, Robert; And Others
On the Relative Value of Multiple-Choice, Constructed Response, and Examinee-Selected Items on Two Achievement Tests. Program Statistics Research Technical Report No. 93-28.
PUB DATE- Feb 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Advanced Placement; *Chemistry; *Constructed Response; High Schools; *High School Students; Item Response Theory; *Multiple Choice Tests; Scoring; Selection; Test Items; Test Use; *United States History
IDENTIFIERS- Advanced Placement Examinations (CEEB)

Analyses based on fitting item response models to data from the College Board's Advanced Placement exams in Chemistry and United States History indicated that the constructed-response portion of the tests yielded little information over and above that provided by the multiple-choice sections. These tests also allow examinees to select subsets of the constructed-response items. Data from the operational administration of the 1989 Advanced Placement Test in Chemistry (taken by 18,462 students) and the 1988 Advanced Placement Test in United States History (taken by 82,842 students) were analyzed. It was found that scoring on the basis of the selections themselves provided almost as much information as did scoring on the basis of the answers. It was also determined that the chemistry test was too difficult for its primary goal, but that this could be at least partially corrected by taking into account information in the wrong answers to the multiple-choice items. Seven figures and two tables illustrate the discussion. (Contains 32 references.)

Essay Tests; Evaluators; *Handwriting; Higher Education; Pilot Projects; *Scoring; Teacher Evaluation; Test Items; *Word Processing
IDENTIFIERS- Praxis Series; *Test Rescoring

A study was undertaken to determine the effects on essay scores of intermingling handwritten and word-processed versions of student essays. A sample of 32 examinees, each of whom had produced both a handwritten and a word-processed essay, was drawn from a larger group who had participated in a pilot study of item types for The Praxis Series: Professional Assessments for Beginning Teachers (TM). Students' original handwritten essays were converted to word-processed versions, and their original word-processed essays were converted to hand-written versions. In a preliminary study, essays were intermingled and rescored. Analyses revealed higher average scores for essays scored in the handwritten mode than for those scored as word-processed, regardless of how they were originally produced. Several hypotheses were advanced to explain the discrepancies between scores on handwritten and word-processed essays. The training of essay readers was modified based on possible explanations for the discrepancy, and the experiment was repeated. The second study showed about a 25% reduction in the discrepancy. The effects in the second study were small and were predicted to have little if any impact on certification decisions. It is recommended that the scoring be monitored and that the modified training be adopted. Two tables and two figures present study findings, and the appendix contains writing samples. (Contains eight references.) (SLD)

ED 385 564 TM 023 989

Rosenfeld, Michael; And Others
The Professional Functions of Middle School Teachers. The Praxis Series: Professional Assessments for Beginning Teachers (TM).
PUB DATE- Jun 92
NOTE- 231p.; The tables on pages 33-36 contain very small filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Beginning Teachers; *Elementary School Teachers; Identification; Job Analysis; *Job Skills; Knowledge Level; *Licensing Examinations (Professions); *Middle Schools; *Secondary School Teachers; Surveys; Teacher Educators; *Test Construction; Test Validity
IDENTIFIERS- *Performance Based Evaluation; Test Specifications

The Educational Testing Service is developing a series of assessments for the licensure of beginning teachers. The third stage of these assessments will measure the beginning teacher's application of teaching knowledge and skills, and the assessments will be performance-based. Job analysis studies were conducted to provide data to define the domain of teaching and to provide evidence of the content validity of the performance assessment measures. The goal was to identify a core set of tasks that are important for newly licensed middle school teachers. During phase 1 of the task identification process, teachers, administrators, and teacher educators met to prepare a list of tasks. The 77 tasks were clustered into 6 dimensions in a survey instrument that asked respondents to rate the tasks on a scale of importance. Survey responses were obtained from 3,316 middle school teachers, 155 administrators, and 132 teacher educators. There were high levels of agreement among the respondent groups. Forty-four of the tasks were

Spoken English (TSE), and the Test of Written English (TWE) to the model was examined with 79 adult ESL students through video recordings and written responses. Results provide information about the comparative contributions of some theory-based communicative competence variables to linguistic, discourse, sociolinguistic, and strategic competencies. Twelve oral and 12 written communication tasks were analyzed and rank ordered for suitability in eliciting communicative language performance. Sixteen tables present analysis results. An appendix lists the ordered tasks. (Contains 28 references.) (Author/SLD)

ED 385 585 TM 024 023

Tannenbaum, Richard J.
A Job Analysis of the Knowledge Important for Newly Licensed (Certified) General Science Teachers. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Nov 92
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Beginning Teachers; Competence; Elementary Secondary Education; *General Science; Job Analysis; *Job Skills; *Knowledge Base for Teaching; Licensing Examinations (Professions); *Science Teachers; Secondary School Teachers; Surveys; Teacher Certification; Teacher Educators; Teacher Evaluation; Test Construction
IDENTIFIERS- *Praxis Series; *Subject Content Knowledge; Test Specifications

A job analysis was conducted to define a knowledge domain necessary for newly licensed (certified) general science teachers to perform their jobs competently. The results of the job analysis will be used to develop test specifications for the Praxis II Subject Assessment in General Science. An initial draft domain of important knowledge statements was constructed by Educational Testing Service Test Development staff. The draft domain of 7 major knowledge areas and 278 specific knowledge statements was revised after review by an advisory committee of 3 teachers (one middle school, and two secondary school), 3 teacher educators, and a state administrator. The revised domain of 270 statements was sent, in survey form, to teachers and teacher educators. Responses of 178 teachers and teacher educators, a response rate of 26%, verified 153 statements as important and supported the major knowledge areas. These statements should be used to construct test specifications for a test of general science knowledge. Eight appendixes include the survey instrument and supplemental information about responses and methodology. Five tables summarize study findings. (Contains nine references.) (SLD)

ED 385 586 TM 024 024

Tannenbaum, Richard J.
Job Analyses of the Knowledge Important for Newly Licensed (Certified) Chemistry and Physics Teachers. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Nov 92
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

Information Analysis Products (071)
DESCRIPTORS- Classification; *Critical Thinking; *Educational Environment; Educational Objectives; Elementary Secondary Education; Higher Education; *Problem Solving; *Teaching Methods; *Thinking Skills
IDENTIFIERS- ERIC Digests

Critical thinking skills figure prominently among the goals for education proposed by educational researchers, parents, and employers. This digest discusses the skills related to critical thinking and three specific strategies for teaching these skills. The first, Building Categories, is an inductive reasoning tool that helps students categorize information by discovering the rules rather than merely memorizing them. Active learning of this sort typically results in better understanding and retention than is possible with more directive teaching. The Finding Problems strategy is a way of framing tasks so that students use skills similar to those needed for the ill-defined problems they will encounter in life. The Enhancing the Environment strategy acknowledges that critical thinking in the classroom is facilitated by a physical and intellectual environment that encourages a spirit of discovery. Seating arrangements and visual aids are useful in promoting active learning. (Contains 6 references.) (SLD)

ED 385 607 TM 024 537

Rudner, Lawrence M.
Questions To Ask When Evaluating Tests. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Ability; *Academic Achievement; *Evaluation Methods; Norms; *Predictive Validity; *Selection; Standards; Test Bias; Test Construction; Test Content; Test Reliability; *Tests; Test Use; Test Validity
IDENTIFIERS- ERIC Digests; *Standards for Educational and Psychological Tests

The "Standards for Educational and Psychological Testing" of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education are intended to provide a comprehensive basis for evaluating tests. This digest identifies key standards applicable to most test evaluation situations. There must be a clear statement of recommended uses and a description of the population for which the test is intended. Samples used for validation and norming must be of adequate size and sufficiently representative to establish validity, appropriate norms, and test use for the stated purpose. The test must be reliable enough to permit stable estimates of individual ability, and it must predict academic performance adequately. Content and construct validity must be adequate, and the test must contain clear and detailed instructions for testing and reporting. The test must be neither biased nor offensive to any demographic group. Four additional readings are recommended. Sample questions to help in evaluation are presented for each of these areas. (SLD) because of strigent requirements of teacher certification. A national or regional teacher training institute is of fundamental importance. A high quality program would raise standards. (Contains one reference) (NAV)

ED 385 160 FL 023 170

Young, Jocelyn; Chu, Richard
Demystifying the Chinese Language. A Curriculum Unit for Elementary and Secondary Levels.
PUB DATE- 95
NOTE- 115p.; For previous versions, see ED 201 175 and ED 349 229. Developed by the China Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chinese; Class Activities; Curriculum Guides; Elementary Secondary Education; Foreign Countries; *Ideography; Oral Language; *Second Language Instruction; Uncommonly Taught Languages; Units of Study
IDENTIFIERS- China

The 7-lesson curriculum was originally developed in 1980 and revised in 1988. This second revision includes the creation of a new lesson, lesson four, that deals with creating Chinese characters and stresses that the phonetic element so important in Chinese can also be found in other languages; thus illustrating that Chinese is really not that very different from other foreign languages. The curriculum unit is designed to demonstrate to elementary and secondary level students that the Chinese language actually shares many common language principles with English. It is assumed that familiarizing students with the Chinese language will reduce its "strangeness" for non-Chinese-speaking people. In this sense, the central goal of this unit is not that students learn Chinese, however worthy such a goal might be. Rather, it is hoped that, through a series of exercises which actively involve students with Chinese, students will engage in the process of "demystifying the Chinese language." Content of the units involve social studies, history, communication, linguistics, language arts, multicultural studies, and sociology. Each lesson includes teacher preparation guidelines, student vocabulary, and supplementary activities. Appendixes include history of the Chinese language, language reform policies in China, simplified Chinese characters, and Pinyin pronunciation guides. (Contains 26 references.) (NAV)

ED 385 161 FL 023 172

Byram, Michael; And Others
Teaching-and-Learning Language-and-Culture. Multilingual Matters: 100.
PUB DATE- 94
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Case Studies; Classroom Techniques; Comparative Education; *Cultural Awareness; *Cultural Education; Educational Needs; Foreign Countries; Language Teachers; *Learning Theories; Multicultural Education; Second Language Instruction; Second Language Learning; *Second Languages; Student Evaluation; *Study Abroad; Teacher Education; Teaching Methods

PUB TYPE- he glossary. (Adjunct ERIC Clea
Literacy Education) (NAV)
approache,Reference Materials - Vocabularies/Classifications (134),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cambodian; English (Second Language); *English for Special Purposes; Immigrants; Limited English Speaking; *Medical Vocabulary; Physician Patient Relationship; Refugees; Uncommonly Taught Languages
IDENTIFIERS- 353 Project

This guide offers Cambodian refugees and immigrants with limited English proficiency a short-cut, word-for-word bilingual reference tool for dealing with medical problems and situations in English-language environments. Seven chapters deal with different issues of the medical encounter and five appendixes present specialized terms and illustrations. An English-Cambodian glossary is provided. Topics covered include why and when to see a doctor, at the doctor's office, how to fill out patient forms, in the examining room, prescriptions and following them, making an appointment, and telephoning the doctor in an emergency. Specialized appendixes list types of medical specialists and their definitions; parts of the body; major internal organs and bones; common health problems, diseases, and infections; and the glossary. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (NAV)

ED 385 181 FL 801 037

Thuy, Vuong G.
Bilingual Medical Phrase Book (In English and Vietnamese).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 122p.; For the Laotian version, see FL 801 035; for the Cambodian (Khmer) version, see FL 801 036.
LANGUAGE- English; Vietnamese
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- glossary. (Adjunct ERIC Cleari
Education) (NAV)
Materials - Vocabularies/Classifications (134),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- English (Second Language); *English for Special Purposes; Immigrants; Limited English Speaking; *Medical Vocabulary; Physician Patient Relationship; Refugees; Uncommonly Taught Languages; *Vietnamese
IDENTIFIERS- 353 Project

This guide offers Vietnamese refugees and immigrants with limited English proficiency a short-cut, word-for-word bilingual reference tool for dealing with medical problems and situations in English-language environments. Seven chapters deal with different issues of the medical encounter and five appendixes present specialized terms and illustrations. An English-Vietnamese glossary is provided. Topics covered include why and when to see a doctor, at the doctor's office, how to fill out patient forms, in the examining room, prescriptions and following them, making an appointment, and telephoning the doctor in an emergency. Specialized appendixes list types of medical specialists and their definitions; parts of the body; major internal organs and bones; common health problems, diseases, and infections; and the glossary. (Adjunct ERIC

ED 385 200 HE 028 466

Reynolds, Katherine C.
The Influence of John Dewey on Experimental Colleges: The Black Mountain Example.
PUB DATE- 22 Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Presidents; Educational Attitudes; *Educational History; *Educational Innovation; *Educational Philosophy; Experiential Learning; *Experimental Colleges; Higher Education; Holistic Approach; Liberal Arts; Student Centered Curriculum
IDENTIFIERS- *Black Mountain College NC; *Dewey (John); Rice (John Andrew)

This paper discusses the influence of John Dewey and his educational philosophy and methods on the development of experimental liberal arts colleges during the 1930s. It reviews the student-centered, holistic, experiential curriculum advocated by Dewey and others, and the role of John Andrew Rice in founding Black Mountain College near Black Mountain, North Carolina, in 1933. The paper examines Rice's career, the reasons for the founding of Black Mountain College, the educational methods used at the college, and the influence of Dewey on the development of the college. Dewey visited the college three times during the 1930s, having a direct influence on the curriculum and instructional practices. Dewey also had an indirect effect on Rice and the college through the educational debates he participated in and the institutional examples of his philosophy and methods. (Contains 20 references.) (MDM)

ED 385 201 HE 028 467

Liston, Delores D.
Basic Guidelines for Brain-Compatible Classrooms: Theory to Praxis.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Psychology; Cognitive Structures; Educational Philosophy; Educational Psychology; Elementary Secondary Education; Higher Education; *Influences; *Learning Processes; Montessori Method; Neurology; *Neuropsychology; Student Behavior; Student Evaluation; Student Motivation; *Teaching Methods
IDENTIFIERS- Dewey (John); *Neural Networks; Neurosciences

This paper reviews recent findings in the field of neuroscience that may have a direct impact on specific methodologies and practices in education. It focuses on five concepts from neuroscience: (1) the mind-brain processes symbolic information; (2) neurons are imbued with an epistemic hunger

(Classroom); *Small Group Instruction; *Teaching Methods; Workstations

This book describes a teaching/learning design that allows the teacher to engage in one-on-one teaching and learning through educational technology in a classroom with 25 to 30 students. When used appropriately, educational technology can help the teacher create a caring and creative community of learners. The learning design in this guide combines three basic ingredients for different learning applications: (1) small-group, work stations (learning stations); (2) daily, small-group teacher-facilitated discussions; and (3) educational technology, including computers, laser disk players, and camcorders. The workstation is the defining feature of this innovative model. The approach emphasizes the correlation between high-tech and high-touch in the learning design. Step-by-step, the guide takes the teacher through the transition from traditional to technology-based classrooms and from an authoritarian teaching model to a more collaborative one. Detailed explanations, sample plans, classroom examples, and a real understanding of teacher concerns support the approach. Thirty-seven figures illustrate the discussion. (SLD)

ED 385 221 IR 017 230

Ruberg, Laurie F.; Taylor, C. David
Student Responses to Network Resources: Formative Evaluation of Two Classes.
PUB DATE- 9 Jul 95
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Botany; *College Students; Computer Assisted Instruction; *Computer Mediated Communication; Computer Networks; *Electronic Mail; Formative Evaluation; Higher Education; Interaction; Participation; Problem Solving; Programmed Tutoring; *Student Reaction; Writing (Composition); Writing Instruction
IDENTIFIERS- Daedalus Computer Program

This study provides detailed descriptions, analyses, and interpretations of student interactions and participation that occurred in computer-mediated interactive writing activities in two different college classroom network situations. A freshman composition class focused on the teaching of writing through assigned exercises and incorporated electronic discussions into every other class. A plant science laboratory class used computer-based discussions to amplify what students had learned in interactive computer-based tutorials, simulations, and "traditional" hands-on activities with plant specimens. Both courses used a software program called Daedalus to manage the computer-mediated communication (CMC) activities. Daedalus contains a word processor and various support tools, an electronic mail program, and an interchange program that allows real-time "conversation." Observations and analysis of student computer use show that CMC activities can result in increased and more equal student participation in classroom activities. Students in both classes thought that the network use improved their understanding and problem-solving strategies. (Contains six references.) (SLD)

ED 385 222 IR 017 231

Hypermedia as a learning environment complements traditional instruction as it places the student at a higher level of control. Instead of "wait and see" what the teacher expects the student to learn next, hypermedia stimulates the student to become aware of his/her own cognitive needs and interests. This paper presents a combination of notions from "planning," "concept mapping," "communication," and "design methods" in order to make externalizing prior concepts, planning future learning sessions, and negotiating design approaches with peer mates via distance media more challenging and appealing to students. The student's design activity is examined while he/she designs a technical solution to the given problem specification. The following support systems are used in the design process: Fischer Technique (or Technical Logo) kit for the assembly of the mechanic/electronic sensing/control device; LOGO-based programming tool to control the Fischer Technique kit; a concept mapping program that can be run in concurrence with the LOGO system; and a communications facility to collaborate and negotiate with a peer student. Hypermedia and telematic facilities allow students to demonstrate, argue, and negotiate about alternative perspectives on the design task and subsequent solutions. An acceptable design is illustrated in one figure. (Contains 11 references.) (Author/MAS)

ED 385 239 IR 017 250

Tsoneva, Violeta; Stoyanov, Valentin
Improve Your English with a Mac.
PUB DATE- Jun 95
NOTE- 17p.; Paper presented at the National Educational Computing Conference (Baltimore, MD, June 17-19, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Computer Assisted Instruction; *Course Descriptions; *English (Second Language); Foreign Countries; Grammar; High Schools; *High School Students; *Language Skills; Listening Skills; Reading Skills; Secondary Education; Vocabulary Development; Writing Skills
IDENTIFIERS- *Apple Macintosh

The purpose of this program is to determine how to teach the four major language skills, reading, writing, listening and speaking, in an Apple Macintosh classroom environment for high school students who are non-native speakers of English. The syllabus for the course, designed for higher-intermediate students with a basic background in English grammar and vocabulary, focuses on developing academic communication skills, learning skills, knowledge in a specific content area, and skills for using a computer as a tool. The main difficulties of English grammar and vocabulary that higher-intermediate English-as-a-foreign-language (EFL) students have are covered, as well as the grammar and vocabulary that usually appear in standardized tests. Course objectives include the following areas: text processing, desktop publishing, graphics, telecommunications, speech recognition and synthesis, databases, expert systems, robotics, CD-ROMs, and games. A list of the types of software selected for use in the EFL classes is provided. A table shows the range of topics, software, classroom assignments and time spent on the course. Appendices provide an outline of the syllabus and a list of topics published in an ESL newspaper and tested with the Bulgarian high school students. (AEF) professional representation to be charged with the development of a community-based adult Jewish learning program. The role of this taskforce is examined, the implementation process is outlined, and the role of a federal research agency is explored. (Contains 14 references.) (MAS)

ED 385 257 IR 017 338

DeArrudah, Elio
On Learning to (Un)Learn for a Better Life: Some Cursory Library Literacy Remarks.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 26p.; One of eight commissioned papers presented at the conference "Public Libraries and Community-Based Education: Making the Connection for Life Long Learning." For the collected commissioned papers, see IR 017 333. For each commissioned paper separately analyzed, see IR 017 334-341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Learning; *Adult Literacy; *Library Services; Literacy Education; Public Libraries
IDENTIFIERS- Chicago Public Library IL; *Community Based Education

The state of adult literacy programs, including the Chicago Public Library Literacy Initiative, is described. After the Vietnam War, Congress passed adult education legislation, and Laubach Literacy Action and Literacy Volunteers of America became the nation's largest network of literacy providers. These and other literacy programs have problems: various interpretations for the very concept of literacy; the difference between changing individual people versus changing society; philosophical assumptions of publicly-funded programs. These problems illustrate the need for bottom-up, or community-based, programs and projects, which are aligned with the needs of the neighborhoods, regions, or populations which they serve. For example, the Chicago Public Library Literacy Initiative reinvented itself in order to appeal to underschooled Chicagoans. The Initiative focuses on word-reading-skills development as a strategy to serve hard-to-reach populations, and helps its participants to understand the social constructs of their communities. The library established learning centers where community residents can receive help on issues with which they needed assistance. Instead of a structured learning environment, the literacy staff impart a wide range of basic academic skills. The Literacy Initiative functions as a broker of data, skills, and information between unskilled and skilled persons, agencies, and institutions, and depends not only upon the 80-branch libraries throughout the city but also upon community organizations and agencies. (MAS)

ED 385 258 IR 017 339

Allen, Anita Ford; Keene, Sylvia W.
Adult Literacy and Lifelong Learning Essential Issues.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 32p.; One of eight commissioned papers presented at the

electronic commerce; improve health care delivery and control costs; promote development and accessibility of quality education and lifelong learning; improve effectiveness of environmental monitoring and assessing human impacts upon the earth; sustain the role of libraries as agents of democratic and equal access to information; and provide government services to the public faster, more responsively, and more efficiently. In addition to articulating a national vision that can serve as a framework for discussion and dialogue, a second goal is to improve public policy-making, to identify critical barriers, enablers, and the tools of government action most effective in each of these areas. In this way, the benefits of government activities in support of the NII can be maximized, while minimizing unintended or undesirable consequences. Several themes emerge: equity of access; pursuit of demonstrations and pilot projects; standards setting process; privacy and communications security; training and support; identification of long-term research and development priorities; and performance measurements to assess both public and private investments and experiments. It is hoped that careful consideration of the policy questions raised here will both facilitate the development of the NII and guide its evolution so that it best meets public purposes. (MAS)

ED 385 276 IR 055 558

Ross, Linda; Carter, Elizabeth W.
A Library Based Apprenticeship in Psychology Research.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Higher Education; *Information Seeking; Libraries; *Library Skills; Proposal Writing; *Psychology; Research Design; *Research Proposals; *Undergraduate Students; Workbooks

A collaboration to develop materials that will foster critical thinking and communication skills through library-based research is described and presented. Library activities were designed to promote the use of cognitive skills, such as analysis, synthesis, and evaluation. This was a pilot study designed to expose undergraduate students to one facet of research in psychology: designing a research proposal. The students were enrolled in a psychology course designed for nonpsychology majors. The primary purpose of the course was to enable students to become better consumers and communicators of social science. Students were introduced to the library as a research tool through a series of structured activities in a workbook developed for the course. The workbook, "Individual Behavior: A Workbook and Journal," provides practice and instruction for each step in the process of developing a research proposal. As each new step in the research process was addressed, students were introduced to the concept the assignment covered and to the resources required to complete the activity. Students presented and defended a project to the class. Ethics and contribution to science was discussed for each proposal. On the final day of class, students completed a 10-item evaluation form. Results indicate that students increased their knowledge of library usage and became more skillful at library-based research. A figure illustrates library activities performed for a research proposal and a table summarizes student evaluation of the library activities. A copy of the workbook is provided. (Author/MAS) research and development. The principal focus in on primary communications through interpersonal means and through information found in documents such as books, journal articles, technical reports, etc. Less attention is paid here to the use of secondary services and products such as printed bibliographic indexes and automated bibliographic databases; numeric databases; intermediary organizations such as libraries, information clearinghouses, and information analysis centers (IACs); and technologies used by engineers for communication purpose. The review covers research reported from 1970 forward, although some exceptions are made, particularly when earlier studies begin a sustained series of studies or when they serve as precedents for other subsequent studies. Section 2 provides a brief overview and summary observations concerning: scientific and technical information (STI) communication research approaches and models; STI communication; communication through primary STI media; interpersonal STI communication; STI communication through secondary media and databases; use of libraries, IACs, and clearinghouses; and state-of-the-art literature reviews of engineers' information needs, information-seeking processes, and information use. Section 3 discusses some distinctions made in the literature between engineers' and scientists' information needs, information-seeking processes, and information use. Several extensive and continuous STI communication research efforts are discussed in section 4, including general research themes, brief descriptions of research methods used, and some significant findings. The research review, section 5, consists of a numbered list of 456 references, given in alphabetical order by author. An annotated bibliography of many of the references follows in section 6. A subject index and author index are also provided in section 7. (MAS)

ED 385 296 IR 055 582

Sapp, Gregg
Building a Popular Science Library Collection for High School to Adult Learners: Issues and Recommended Resources.
PUB DATE- 95
NOTE- 329p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; College Libraries; Higher Education; High Schools; *Library Collection Development; Public Libraries; School Libraries; *Sciences; *Scientific and Technical Information; *Scientific Literacy
IDENTIFIERS- Core Collections

This book examines how popular science information resources contribute to the improvement of science literacy in the United States. Nearly 2,500 titles are recommended--70% published since 1990--representing all fields of modern science. This guide provides librarians, educators, and other information specialists with an understanding of science literacy, as well as the knowledge of the skills and principles necessary to evaluate works of popular science. Part 1 provides public, high school, and college librarians with a basic understanding of popular science information so that they can make better choices on behalf of their library patrons. The annotated

Chen, HongYu
Increasing Institutional Effectiveness: A Continuous Effort after Accreditation.
PUB DATE- Aug 95
NOTE- 36p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research (24th, Asheville, NC, August 6-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Environment; Community Colleges; Facility Planning; Facility Requirements; *Participant Satisfaction; Program Development; Self Evaluation (Groups); *Student Attitudes; *Student College Relationship; *Student Needs; *Student Reaction; Two Year Colleges; *Two Year College Students

West Virginia University at Parkersburg (WVUP) is a separately accredited campus of the University offering 2 baccalaureate, 10 associate, and 2 certificate programs. In response to concerns raised in a recent accreditation report, WVUP conducted a study examining student attitudes toward facilities, course scheduling, student advising, registration, and tutoring. Questionnaires were distributed to a random sample of students in April 1995, receiving usable responses from 1,149 students representing 34% of the total population. Results of the study indicated the following: (1) about 80% of respondents had met with their advisors, while 85% of these were satisfied with the service; (2) only 7% of students had used WVUP's child-care facilities; (3) 56% of respondents had used the computer labs on campus, but many felt that the facilities should be made more available; (4) the majority of students (56%) preferred a 2-day weekly course schedule, while one-third preferred a 3-day schedule; (5) 52% of students felt that WVUP's baccalaureate programs should be expanded; (6) 52% supported a Saturday registration alternative; (7) 36% felt that some courses that are offered only once a year should be offered in both semesters, 30% felt that some additional courses should be offered during the summer session in addition to the normal academic year, and 18% indicated that many required courses were not offered in the evenings; and (8) students supported adding varsity sports teams (49%), student lockers (38%), off-campus housing (28%), and public transportation (18%). (The survey instrument, student comment summary, and student ranking statistics for facility expansion and recreational programs are appended.) (MAB)

ED 385 314 JC 950 383

Comparative Financial Statistics for Pennsylvania Community Colleges. Maury Overholt Report. Fourteenth Annual Report.
PUB DATE- 95
NOTE- 97p.; Most of the document is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *Community Colleges; *Educational Finance; *Enrollment; Expenditure per Student; Expenditures; Financial Audits; Financial Support; Full Time Equivalency; Income; Institutional Characteristics; *Operating Expenses; *School District Spending; School Statistics; State Aid; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *Pennsylvania

Addressing Needs of Rural Health Care Providers via Distance Learning. Draft.
PUB DATE- Jul 95
NOTE- 32p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (7th, San Francisco, CA, July 23-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Associate Degrees; Community Colleges; Curriculum; *Distance Education; Educational Television; Interactive Television; *Physical Therapy Aides; *Program Descriptions; *Telecommunications; Two Year Colleges

This document describes a distance learning program designed to meet the needs of rural health care providers. The program allows students to complete an Associate of Applied Science (AS) in the Meramec Physical Therapist Assistant (PTA) program through St. Louis Community College (SLCC). The first section of the document provides a draft of the articulation agreement and program curriculum as approved by the SLCC Board of Trustees. After a PTA job description, the following information is provided: (1) program information; (2) application and admission process; (3) minimum academic admission standards; (4) review/acceptance procedure; (5) registration and retention; (6) program curriculum; (7) course sequence; (8) tentative class schedule; (9) PTA pre-interview form; (10) distance learning in-service training; (11) list of faculty; and (12) information regarding SLCC telelearning services. The document indicates that SLCC is completing a comprehensive $4 million telecommunication system to serve its 3 campuses, College Center, 2 major education centers, and over 50 smaller satellite sites throughout the community, and that the major components of this system include: a fiber optic network; telephone systems; video class/conference facilities; a four channel instructional television service; video satellite distribution; and an interactive voice response system which will permit students and staff to interact with the mainframe computer via telephone. (KP)

ED 385 332 JC 950 406

Wilson, Andrew
Instructional Multimedia in the Math Classroom and Beyond.
PUB DATE- 3 Nov 94
NOTE- 10p.; Paper presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (20th, Tulsa, OK, November 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Closed Circuit Television; Community Colleges; *Distance Education; Educational Technology; *Interactive Television; *Mathematics Instruction; *Multimedia Instruction; Nontraditional Education; Telecommunications; Two Year Colleges

This paper is based on the reflections of a distance education (DE) mathematics instructor at Pellissippi State Technical Community College in Knoxville, Tennesee. In this DE classroom, 30 students were present with the instructor at the main campus, 8 students at a remote campus in Blount County, and 6 references.) (SW)

ED 385 351 PS 023 264

Schrenko, Linda
Structuring a Learner-Centered School.
PUB DATE- 94
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Change Strategies; Educational Assessment; Educational Innovation; *Educational Principles; Elementary Secondary Education; Individualized Instruction; *Learner Controlled Instruction; Nontraditional Education; Parent Role; School Restructuring; Student Attitudes; *Student Centered Curriculum; Student Evaluation; Student Motivation; Teacher Influence; *Teaching Models; Theories
IDENTIFIERS- *Learner Centered Instruction

This guide explains the philosophy of "learner-centered schools." The term holds a variety of meanings for educators, such as the use of learning centers for a theme, topic, or subject area, alternative assessments in which students are evaluated in innovative ways, or continuous progress models with integrated thematic instruction and cooperative learning. In a learner-centered school, teachers are empowered to set goals, determine methodology, and conduct ongoing research and assessment to meet the demands of diverse student populations. Students benefit by truly becoming the central focus of the school. The guide examines and answers questions about every aspect of the learner-centered concept in the following nine chapters: (1) "What is the Learner-Centered Concept?"; (2) "What Do Schools Do to Promote Learner-Centered Classrooms?"; (3) "How Does a School Become Learner-Centered?"; (4) "What Individual Change Is Needed?"; (5) "What Does the Research Say about the Learner-Centered Classroom?"; (6) "What Are the Most Effective Instructional Strategies?"; (7) "How Do We Evaluate in the Learner-Centered Classroom?"; (8) What is the Parent's Role in the Learner-Centered School?"; and (9) "Where Do We Begin?". Contains 92 references. (AA)

ED 385 352 PS 023 275

Corter, Carl; Pelletier, Janette
Parent Perspectives and Participation in Exemplary Kindergarten Practice.
PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Demonstration Programs; *Educational Attitudes; Educational Quality; Foreign Countries; *Kindergarten; *Parent Attitudes; *Parent Teacher Cooperation; *Preschool Teachers; Primary Education; Questionnaires; *Teaching Methods
IDENTIFIERS- Canada; Focus Groups; Posters

This study examined the views of parents and educators from kindergarten programs in Canada on ideal kindergarten practice. Data sources included focus groups of parents and educators, for such employment. The unit also contains sample lesson plans, activities, and student evaluations. (Contains 16 references.) (MDM)

ED 385 371 PS 023 463

Behind from the Start: Prevention Programs Not Reaching Many Minnesota Children. Minnesota Kids Count.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advocacy; Educational Policy; *Enrollment; Federal Aid; *Federal Programs; *Immunization Programs; *Local Norms; *Poverty Programs; *Preschool Children; Preschool Education; Public Policy; State Norms
IDENTIFIERS- *Minnesota

This report examines three federal programs (Head Start, WIC--special supplemental food program for Women, Infants, and Children, and immunization) designed to prepare children for a healthy start in life and school and shows, county-by-county, how well Minnesota children are served. It notes that during 1992-93, only 31 percent of eligible Minnesota children were enrolled in the Head Start preschool program, only 67 percent of eligible women and children participated in the Special Supplemental Food Program for Women, Infants, and Children (WIC), and that only 63 percent of Minnesota kindergartners had been fully immunized by age 2. The report advocates increased funding for Head Start and WIC, and increased emphasis on childhood immunization and immunization outreach in other community, state, and federal programs. The report also examines differing rates of enrollment and participation at the county level, and provides suggestions for parents and community members to help increase Head Start, WIC, and immunization awareness and funding. (MDM)

ED 385 372 PS 023 465

Minnesota Kids: A Closer Look. Minnesota Kids Count 1994 Report and Summary.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- Jun 95
NOTE- 328p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Children; Community Programs; Cost Effectiveness; Disadvantaged Environment; Low Income; Minority Groups; Population Trends; Poverty; Program Implementation; *Social Indicators; *Social Problems; *State Norms; *State Programs; Statistical Data; Tables (Data); Well Being
IDENTIFIERS- Family Resource and Support Programs; *Indicators; *Minnesota

This first annual report of Minnesota KIDS COUNT focuses on key indicators of children's well-being and details the condition of children in each of Minnesota's 87 counties. Minnesota KIDS COUNT--as part of a campaign by Children's Defense Fund-Minnesota and Congregations Concerned for Children to end child poverty in Minnesota--collects, analyzes, and publishes county-by-county data on the status of children and uses the data to mobilize citizens and policy makers to take action. The report "silence" in early childhood classrooms concerning AIDS. The book also addresses questions of gender, sexuality, psychology, epistemology, and ethics in childhood and adolescent education. The introduction details how a gay, AIDS educator and advocate came to his current perspective regarding AIDS and early childhood education. Chapter 1, "HIV/AIDS: The Politics of an Epidemic," establishes a rationale for HIV/AIDS education that expands traditional ideas about health education and disease prevention, exploring the social and political construction of the disease. Chapter 2, "Responding to Children in Time," looks at the basic educational issues raised by HIV/AIDS, noting how understandings of human mortality impede or facilitate the creation of a socially relevant curriculum. Chpater 3, "HIV/AIDS Education: Toward a Collaborative Curriculum," discusses the reluctance of classroom teachers to talk about AIDS with younger students, and the narrow, ineffective approaches taken with adolescents. Chapters 4, "Developmentalism and the Aims of Education," and 5, "Contours of Ignonance," examine how society thinks about children and childhood, and how that thinking becomes a major barrier to discussing critical social issues in schools. The next three chapters address issues of identity and community from different perspectives: chapter 6, "Curricular Languages: Queerying Feminist Perspectives," focuses on language, the centrality of narrative knowing, the androcentric language of curriculum makers, and the ways that gay men may find to join in feminist conversations; chapter 7 "How Do We Know? And Other Questions of the Closet," explores diverse experiences of "the closet" and what they teach about the ambiguity of knowledge; and chapter 8 "The Politics of Identity and the Differences Inside Me," looks at the stereotypes that link gay persons and children in the popular imagination. A list of over 200 references is included. (BGC)

ED 385 391   PS 023 531

Bagin, Don; And Others
The School and Community Relations. Fifth Edition.
PUB DATE- 94
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Organization; Administrator Role; *Community Involvement; *Educational Administration; Elementary Secondary Education; Information Dissemination; Information Industry; Mass Media; Personnel Management; Public Administration; Publications; Publicity; *Public Relations; Public Support; *School Community Relationship; Technology; Television; Total Quality Management
IDENTIFIERS- *American Association of School Administrators; Communication Channels; *National School Boards Association

Updating the 1990 edition, this book emphasizes the importance of designing public relations programs around the needs and problems of the school and its special publics. The book approaches the subject from the perspective that increased interest and importance is being placed on community relations skills and schools, suggesting that two questions be asked of school administrators: (1) How do you see the role of your position in developing community support for the schools? and (2) How would you contribute to keeping the community informed?

of life, the economy, leadership, and future planning. A synthesis of insights into community success led to development of a series of "clues to rural community survival." The 20 clues are: (1) evidence of community pride; (2) emphasis on quality in business and community life; (3) willingness to invest in the future; (4) participatory approach to community decision making; (5) cooperative community spirit; (6) realistic appraisal of future opportunities; (7) awareness of competitive positioning; (8) knowledge of the physical environment; (9) active economic development program; (10) deliberate transition of power to a younger generation of leaders; (11) acceptance of women in leadership roles; (12) strong belief in and support for education; (13) problem-solving approach to providing health care; (14) strong multigenerational family orientation; (15) strong presence of traditional institutions that are integral to community life; (16) sound and well-maintained infrastructure; (17) careful use of fiscal resources; (18) sophisticated use of information resources; (19) willingness to seek help from the outside; and (20) conviction that, in the long run, you have to do it yourself. This report contains community profiles of 19 successful small towns in Nebraska, Missouri, Ohio, Illinois, Michigan, Minnesota, Iowa, North Dakota, South Dakota, Colorado, Kansas, and Texas. (KS)

ED 385 409 RC 020 155

Luther, Vicki; Wall, Milan
Building Local Leadership: How To Start a Program for Your Town or County.
PUB DATE- 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Learning; Community Change; Community Development; *Community Leaders; Community Planning; *Community Programs; Decision Making; Group Dynamics; *Leadership Training; Management Games; *Organizational Development; *Program Development; Teamwork
IDENTIFIERS- Change Analysis

In changing economies, local leaders need guidance in collaborative, multicommunity approaches to problem solving. This book is comprised of three sections organized around the steps necessary to develop and manage a comprehensive leadership program. The first section describes the mechanics of organization. A series of questions is presented to help formulate a case statement outlining a problem: its scope, intended solution, time frame, and financial support. Suggestions are offered on the recruitment and selection of participants and supporters. Planning and general operations cover goals, logistics, budgeting, and evaluation. The second section, concerning program quality, addresses the learning styles of adults and the knowledge, skills, and attitudes of leaders. Teamwork is promoted through participant projects and networking activities. The third section contains materials to adapt for use at meetings, including getting acquainted activities, information and resource topics, group process skills, strategic planning scenarios, and exercises in understanding and managing change. Includes lists of suggested readings and Heartland Center publications. (JAT) be 800-1,200 students) led to school consolidation and the building of large regional facilities. However, it is important for small rural schools to focus on the goals of middle schooling that seek to meet the many needs of the preadolescent learner. These goals include academic achievement, development of learning skills, and personal development. While larger middle schools address these areas by employing standard components, small schools may use other strategies that capitalize on the many benefits of small school size. The digest briefly discusses such small-school strategies, describes promising innovations for the future, and suggests additional readings. (SV)

ED 385 427 SE 054 880

UNESCO: Agenda 21 and UNCED Follow-Up.
PUB DATE- Nov 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Climate Change; *Conservation (Environment); International Programs; *Program Content; *Program Descriptions; Scientific Research; *Sustainable Development
IDENTIFIERS- Biological Diversity; Environmental Education Programs

The United Nations Conference on Environment and Development (UNCED) took place in Rio de Janeiro in June, 1992. The main results of UNCED were the Rio Declaration, Agenda 21, Convention on Biological Diversity, Framework Convention on Climate Change, and Statement of Forest Principles. Agenda 21 is the international program of action for global sustainable development into the 21st century. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is involved in many aspects of UNCED follow-up, with particular emphasis on Agenda 21 and the conventions on biological diversity and climate change. This brief document describes in outline format, UNESCO follow-up activities to UNCED in the following areas: (1) education, public awareness and training (chapter 36 and 25 of Agenda 21); (2) capacity-building in developing countries and transfer of environmentally sound technology; (3) science; (4) oceans, coastal areas and small islands; (5) biological diversity; (6) freshwater resources; (7) land ecosystems and resources; (8) convention on biological diversity; and (9) framework convention on climate change. The UNESCO objectives and partnerships concerned with the environment and development are briefly summarized. (LZ)

ED 385 428 SE 054 914

Jackson, Francesina R., Comp.
Environmental Equity: A Curriculum Unit for the Elementary Grades.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Pollution; Conservation (Environment); Curriculum Guides; Elementary Education; *Environmental Education; Evaluation Methods; Interdisciplinary Approach; *Multicultural Education; Pollution; Proverbs; Rainforests;

Earth Systems Science (BESS)"; (2) "Earth Systems Regents Course"; (3) "Advance Earth Systems Science and Technology"; (4) "NASA Classroom of the Future"; (5) "Earth Systems Education"; (6) "Vision--Columbus Urban Systemic Initiative"; (7)"Integrated Science"; and (8) "Field Biology." Presentations of units and lessons include: (1) "Case Studies in Environmental Science"; (2) "Interdisciplinary Study of the Cache La Poudre River"; (3) "Integrating ESE into the High School Curriculum"; and (4) "What Affects Ozone Levels?." (LZ)

ED 385 447 SE 056 785

Gough, Annette Greenall
Recognising Women in Environmental Education Pedagogy and Research: Toward An Ecofeminist Poststructuralist Perspective.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Research; *Educational Theories; *Environmental Education; *Females; Feminism; Foreign Countries; *Instruction
IDENTIFIERS- United Nations

This paper argues that in the past, women have been overlooked in most environmental education programs through being subsumed into the notion of "universalized people." Alternately, it is suggested that women have distinctive contributions to make to environmental education pedagogy and research which needs to be foregrounded. The paper is organized into three parts. Part I presents the findings of research into the gender and language bases of UNESCO discourses on environmental education. Part II discusses activities attempted to date to recognize women in environmental education pedagogy and research. Part III presents some pedagogical and research principles intended both to destabilize current approaches and to provide a worthwhile and effective strategy for reconstituting environmental education as a more democratic human science. Contains 68 references. (LZ)

ED 385 448 SE 056 795

Bainer, Deborah L.; And Others
The Impact of Reform-Based Partnerships on Attitudes toward Environmental Science and Partnering and on Classroom Instruction. Draft Copy.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; Elementary Education; *Elementary School Teachers; *Environmental Education; Inservice Teacher Education; Instructional Improvement; *Partnerships in Education; Professional Development; *Professional Personnel; Rural Areas; Science Education; Teacher Attitudes; *Teacher Education Programs

Partnering for Elementary Environmental Science, a professional development program developed to enhance teachers' skills and

Education; School Restructuring; State Agencies; *State Departments of Education; State Government; State History; State Programs
IDENTIFIERS- *Kentucky

This report by the Kentucky Secretary of Education, Arts, and Humanities offers an overview of the initiatives begun in the arts and humanities with the implementation of KERA (Kentucky Education Reform Act), and a Kentucky Education Technology System. The Kentucky Education, Arts, and Humanities Cabinet was formed with restructuring efforts combining all arts- and education-related agencies. Profiles are provided of the following agencies: (1) Kentucky Arts Council; (2) Kentucky Center for the Arts; (3) Kentucky Commission on the Deaf and Hard of Hearing; (4) KET, The Kentucky Network; (5) Kentucky Department of Education; (6) Governor's Scholars Program; (7) Kentucky Heritage Council; (8) Kentucky Historical Society; (9) Kentucky Department for Libraries and Archives; and (10) Teachers' Retirement System of Kentucky. (EH)

ED 385 468 SO 025 012

Loewen, James W.
Lies My Teacher Told Me. Everything Your American History Textbook Got Wrong.
PUB DATE- 95
NOTE- 372p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Higher Education; High Schools; *History Instruction; Multicultural Education; Secondary Education; Social Studies; *Textbook Bias; *Textbook Content; Textbook Evaluation; *United States History

A survey of 12 leading high school U.S. History textbooks has resulted in the opinion put forth in this book that the textbooks currently used in high schools are an embarrassing amalgam of bland optimism, blind patriotism, and misinformation. In addition to critiquing existing textbooks, the book also suggests how U.S. History should be taught. Discussing issues beginning with pre-Columbus American history and ranging over characters and events as diverse as Reconstruction, Helen Keller, the first Thanksgiving, and the My Lai massacre, the 12 chapters in this volume attempt to supply the conflict, suspense, unresolved drama, and connection with issues that are missing from current textbook accounts. (RJC)

ED 385 469 SO 025 013

Arnup, Katherine
Education for Motherhood: Advice for Mothers in Twentieth-Century Canada.
PUB DATE- 94
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Child Development; *Child Rearing; Children; Family Relationship; Foreign Countries; Infant Care; Mother Attitudes; *Mothers; Parent Child Relationship; Parent Influence; Parent Role; *Social History; *Womens Studies
IDENTIFIERS- *Canada

This book is an attempt to situate Canadian child-rearing advice

Adger, Carolyn Temple; And Others
Engaging Students: Thinking, Talking, Cooperating.
PUB DATE- 95
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Techniques; Communication Skills; *Cooperative Learning; Elementary Secondary Education; Group Activities; Group Dynamics; Language Arts; *Learning Strategies; Metacognition; Speech Skills; *Teaching Methods; *Thinking Skills
IDENTIFIERS- *Think Trix

The "silent" classrooms of yesterday are no longer appropriate for today's educational needs. Students require a learning experience rich in oral language, and schools are being asked to educate them for work that requires analytic competence and collaborative interactive skills. A revised curriculum and new teaching strategies are crucial to meeting this challenge. In this book, four teachers provide classroom-tested, research-based instructional approaches that engage students in learning through thought and talk. They show ways to improve significantly students abilities to solve problems and to think critically and creatively by using "Think Trix," a structure of thinking types to signal the sort of thinking that is appropriate to a learning task. The system helps students develop both their analytic capabilities and their academic language skills. The publication explains what academic talk is and why it is important, outlines and advises on how to use the Think Trix approach, explores logistical matters connected to Think Trix as well as modifying the approach for various instructional environments, and for using Think Trix in cooperative learning situations and across the curriculum. Each chapter ends with discussion questions to lead classes or individuals in exploring implications for their own practice. Three appendices present: some illustrative activities that combine Think Trix, graphic organizers, and cooperative learning; the Think Trix symbols and several graphic organizers; and an annotated bibliography. (Contains 23 references.) (ND)

ED 385 491   SP 036 109

Van Zoest, Laura R.
The Impact of Small-Group Discussion on Preservice Teachers' Observations and Reflections.
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; *Group Discussion; Higher Education; Mathematics Teachers; *Observation; *Observational Learning; *Preservice Teacher Education; Secondary Education; Teacher Education Programs
IDENTIFIERS- Preservice Teachers; *Reflection Process; Reflective Writing; Teacher Thinking; *Video Viewing

This study investigated whether providing preservice teachers with opportunities to discuss common observations would have an

Kelly); (6) "Tone Deaf/Symphonies Singing: Sketches for a Musicale" (Roberta Lamb); (7) "Now You See It, Now You Don't: Gender As an Issue in School Science" (Arlene McLaren and Jim Gaskell); (8) "The Radical Future of Gender Enrichment" (Jane Roland Martin); (9) "Family Studies: Transforming Curriculum, Transforming Families" (Linda Peterat); (10) "Out of the Cameos and Into the Conversation: Gender, Social Studies, and Curriculum Transformation" (Jane Bernard-Powers); (11) "Situating ESL between Speech and Silence" (Kathleen Rockhill and Patricia Tomic); (12) "Gender and the Physical Education Curriculum: The Dynamics of Difference" (Patricia A. Vertinsky); (13) "Learning To Write: Gender, Genre, Play, and Fiction" (John Willinsky); and (14) "Mathematics: From Constructing Privilege to Deconstructing Myths" (Sue Willis). Each chapter contains references. (ND)

ED 385 508   SP 036 129

Pallas, Aaron M., Ed.
Research in Sociology of Education and Socialization. Volume 10.
PUB DATE- 94
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Anthologies; Black Students; Career Development; Classroom Environment; Comparative Analysis; Educational Research; *Educational Sociology; Elementary Secondary Education; Higher Education; Hispanic Americans; Intellectual Disciplines; Middle Schools; *Minority Groups; *School Desegregation; *Sex Bias; *Single Sex Schools; Teaching (Occupation); *Track System (Education); Womens Education
IDENTIFIERS- African Americans; Teaching Research

This volume is a mixture of research reviews, theoretical syntheses, and empirical analyses addressing issues in the sociology of education. Following an introduction by Aaron M. Pallas, the book is divided into eight chapters: (1) "The Sociology of Education: Its Development in the United States" (Robert Dreeben); (2) "In Comparative Isolation: Why Comparative Research Has So Little Influence on American Sociology of Education" (David P. Baker); (3) "Theoretical Diversity in the Analysis of Gender and Education" (Linda Grant, Patrick M. Horan, and Betty Watts-Warren); (4) "Coming Together and Breaking Apart: Unifying and Differentiating Processes in Schools and Classrooms" (Gary Natriello); (5) "The Influence of Subject Areas on Middle School Tracking Policies" (Tom Loveless); (6) "Single-Gender Schools: Outcomes for African and Hispanic Americans" (Cornelius Riordan); (7) "Fear of Falling from Grace: The Middle Class, Downward Mobility, and School Desegregation" (Roslyn Arlin Mickelson and Carol Axtell Ray); (8) "Thinking about an Occupation: A New Developmental and Contextual Perspective" (Barbara Schneider). Contains references at the end of each chapter. (ND)

ED 385 509   SP 036 130

Slick, Gloria Appelt, Ed.
The Field Experience: Creating Successful Programs for New Teachers.
PUB DATE- 95
NOTE- 157p.; For related documents, see SP 036 131-133.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General

Fallon, Karin
Intensive Education: How It Affects Teachers' and Students' Work Conditions.
PUB DATE- Apr 95
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Boarding Schools; *Educational Environment; *Educational Facilities; High Schools; High School Students; Military Schools; Nontraditional Education; Private Schools; Qualitative Research; *Quality of Working Life; *School Schedules; Secondary School Teachers; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship; *Work Environment
IDENTIFIERS- Intensive Courses; *Intensive Scheduling

This qualitative study of a high school using intensive education shows how teaching and learning were improved when teachers taught and students attended one class daily for 6 weeks. Intensive education is an alternative scheduling and organizational format that reduces class size and extends class length by having teachers and students in one class all morning studying one subject for 30 days. Afternoons can be devoted to art, music, and physical education. The study took place at the Brass Apple Military Academy, a private school for boys, operating in the Southeastern United States and using intensive education for over 30 years. Data were collected during an extended site-visit through teacher and administrator interviews; observation; and document and artifact analysis. The study found that under intensive education at the Brass Apple there were more opportunities for student-teacher interaction which enhanced teacher-student relations and student success in the classroom and promoted teacher satisfaction. The format also allowed teachers to have a deeper influence on students, and students to have more chance for individual expression resulting in positive emotional involvement and development. Teachers' collegial and collaborative interaction was less clearly structured, though individual teacher did have opportunities for continuing education outside Brass Apple. Question formats and a figure, "Work Place" are included. (Contains 32 references.) (JB)

ED 385 526 SP 036 148

Grady, Neville B.; And Others
Relationships between Teachers' Images of School and Students' Perceptions of Classroom Environment.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Elementary Schools; Elementary School Students; Elementary School Teachers; Foreign Countries; Intermediate Grades; Junior High Schools; Junior High School Students; *Metaphors; Questionnaires; Secondary School Teachers; *Student Attitudes; *Teacher Attitudes;

(Author/SLD)

ED 385 545 TM 023 961

Sebrechts, Marc M.; And Others
A Research Platform for Interactive Performance Assessment in Graduate Education. GRE Board Professional Report No. 90-01P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Apr 93
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algebra; College Entrance Examinations; *Computer Assisted Testing; Computer Interfaces; Constructed Response; Data Analysis; Data Collection; Educational Assessment; Educational Research; Expert Systems; *Graduate Study; Higher Education; *Interaction; Item Banks; *Scoring; Word Problems (Mathematics)
IDENTIFIERS- *GIDE Computer Program; Graduate Record Examinations; *Performance Based Evaluation

This report describes the development of a new tool for assessment research in graduate education. The tool, the Algebra Assessment System, is based on GIDE, a pre-existing program that diagnostically analyzes complex constructed responses to algebra word problems. The project had three goals. The first goal was to build a generically usable interface for presenting performance tasks and collecting answers in machine-readable form. This program makes the data gathering and analysis process more efficient and permits examinees to respond in the computerized environment in which Graduate Record Examinations Program offerings will be delivered. Second, the range of problems scorable by GIDE was increased to demonstrate the feasibility of automatically analyzing complex constructed responses across a broadened domain. Finally, minor faults in GIDE's analysis mechanisms were corrected. Together, these improvements constitute a tool that can be used in future research to permit stronger inferences to operational computer-based testing environments and as the basis for an eventual interactive performance assessment prototype for graduate education. Three appendixes present the item pool, the scoring rubric, and canonical solutions and bug definitions for three problem classes. (Contains 4 tables, 3 figures, and 25 references.) (Author/SLD)

ED 385 546 TM 023 962

Wilson, Kenneth M.
Uses of the Secondary Level English Proficiency (SLEP) Test: A Survey of Current Practice.
PUB DATE- Mar 93
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Practices; Educational Research; *English (Second Language); Limited English Speaking; *Listening Comprehension; Listening Comprehension Tests; Reading Comprehension; Secondary Education; *Secondary School Students; Surveys; Testing; *Test Use; Test Validity
IDENTIFIERS- *Nonnative Speakers; *Secondary Level English Proficiency Test

The Secondary Level Proficiency (SLEP) test, offered by the SLEP judged to meet the 3.50 importance eligibility standard by all respondent groups, and these may be the basis for development of test specifications. Twelve appendixes provide supplemental information and present the survey. Twenty-five tables present study information. (Contains 20 references.) (SLD)

ED 385 565 TM 023 996

Rosenfeld, Michael; And Others
The Professional Functions of Elementary School Teachers. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Jun 92
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Beginning Teachers; Elementary Education; *Elementary School Teachers; Job Analysis; *Job Skills; Knowledge Base for Teaching; Licensing Examinations (Professions); Surveys; Teacher Certification; Teacher Educators; Teacher Effectiveness; *Teacher Evaluation; Teaching Methods; *Test Construction; Test Validity
IDENTIFIERS- Performance Based Evaluation; *Praxis Series; Test Specifications

The Educational Testing Service is developing a new series of assessments intended for use by states as part of the process of licensing or certifying teachers. Stage III assessments in this series will evaluate the beginning teacher's application of teaching knowledge and skills. Stage III assessments will be performance-based. Job analysis studies were conducted to provide data that would define the domains of elementary, middle, and secondary school teaching and provide evidence supporting the content validity of the performance assessment measures to be developed for Stage III. Each study was conducted in two phases: a series of meetings with experts to establish an initial inventory of tasks and a large-scale survey to solicit the judgments of large numbers of education professionals. In the elementary school study, responses were obtained from 3,602 teachers, 125 administrators, and 232 teacher educators. They judged 53 of the original 85 defined tasks as meeting the 3.5 importance eligibility standard for the test of elementary school teaching professional functions. Twelve appendixes include the survey itself and supporting information, and 25 tables present study findings. (Contains 20 references.) (SLD)

ED 385 566 TM 024 003

Wingersky, Marilyn S.
Significant Improvements to LOGIST.
PUB DATE- Apr 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Computer Software Development; *Estimation (Mathematics); *Item Response Theory; *Maximum Likelihood Statistics
IDENTIFIERS- *Item Parameters; *LOGIST Computer Program; Three Parameter Model

The computer program LOGIST (Wingersky, Patrick, and Lord, 1988) estimates the item parameters and the examinee's abilities for

DESCRIPTORS- *Beginning Teachers; *Chemistry; Competence; Job Analysis; Job Skills; *Knowledge Base for Teaching; *Physics; *Science Teachers; Secondary Education; Secondary School Teachers; Teacher Certification; Teacher Educators; Teacher Evaluation; Test Construction
IDENTIFIERS- *Praxis Series; *Subject Content Knowledge; Test Specifications

Two job analyses were conducted to define knowledge domains for newly certified chemistry and physics teachers, respectively, to perform their jobs competently. The results of the job analyses will be used to develop test specifications for the Praxis II Series subject Assessments in Chemistry and Physics. Initial draft domains were prepared for both subjects and reviewed by advisory panels. After revision, the draft domain for chemistry consisted of 8 major content areas and 181 knowledge statements. The domain for physics consisted of 8 major content areas and 184 statements. Survey responses of 175 teachers and 81 teacher educators supported 116 statements as important for the chemistry knowledge domain. Responses of 330 teachers and teacher educators supported 124 of the 184 physics statements. The supported statements and major content areas from both surveys should be used to construct test specifications to measure content knowledge for physics and chemistry teachers. Eight appendixes include the surveys and supplemental information about responses and methodology. Twelve tables present study findings. (Contains nine references.) (SLD)

ED 385 587 TM 024 025

Adams, Richard; And Others
Item Difficulty Adjustment Study: GRE Verbal Discretes. GRE Board Professional Report No. 89-04P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Apr 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Entrance Examinations; *Cost Effectiveness; *Difficulty Level; Distractors (Tests); Higher Education; Test Construction; Test Format; *Test Items; *Verbal Tests
IDENTIFIERS- Analogies; Antonyms; *Graduate Record Examinations; *Revision Processes; Sentence Completion Method

The purpose of this study was to determine whether it is both possible and cost-effective to revise middle-difficulty Graduate Record Examinations (GRE) discrete items in order to produce items of higher or lower difficulty. The basic procedure was to select items of a given difficulty and, by revising the distractors, make them easier or more difficult. It was found that it is significantly easier to increase the difficulty of middle-difficulty items than to reduce the difficulty of such items and that the difficulties of antonyms and analogies are much easier to manipulate than those of sentence completions. The evidence also suggests that producing harder analogies and antonyms by revising items in this manner would be a cost-effective procedure. Nine appendixes present definitions of GRE content categories, examples of revised items, statistical analysis results for revised items and the tests, pretest yields, and cost figures. Three tables illustrate the discussion. (SLD)

ED 385 588 TM 024 026

ED 385 608 TM 024 538

Doolittle, Peter
Teacher Portfolio Assessment. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Decision Making; *Educational Assessment; Educational Planning; Elementary Secondary Education; *Evaluation Methods; Feedback; Knowledge Base for Teaching; *Portfolio Assessment; Portfolios (Background Materials); *Professional Development; Teacher Certification; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- Authentic Assessment; ERIC Digests; *Performance Based Evaluation; Reflective Practice

One method for assessing teacher performance is the teacher portfolio. This is a collection of work produced by a teacher to highlight and demonstrate his or her knowledge and skills in teaching. A portfolio also provides a means for reflection and an opportunity to critique one's own work and evaluate one's own effectiveness as a teacher. Rather than being a folder laden with teaching artifacts and evaluations, a teacher portfolio should be a document created by a teacher that indicates the teacher's duties, expertise, and growth in teaching. Each assertion in the portfolio is documented in an appendix or a reference to outside material. Portfolios are used as a means of authentic assessment in evaluating the teacher for licensure or employment decisions, and they are also a way to provide feedback to teachers so that they can improve their teaching. Portfolios that are used to make personnel decisions come under a higher level of scrutiny than if the purpose is professional growth alone. Making the portfolio evaluation as objective as possible requires careful planning. Steps for implementing a portfolio program are outlined. Four sources are listed as recommended reading. (Contains 1 figure.) (SLD)

ED 385 609 TM 024 539

Drake, Liselle; Rudner, Lawrence
Assessment & Evaluation on the Internet. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Networks; Databases; *Educational Assessment; *Educational Resources; *Evaluation Methods;

IDENTIFIERS- England; France; Germany; Wales

A discussion of the cultural dimension in foreign/second language learning focuses on the need for research and theory development in this area. The first chapter addresses the role of culture in language learning and proposes areas in which theory may be developed. The second chapter looks at methodologies for teaching language and culture in concert and reflects on the content of culture instruction. Teacher training needs are discussed in the third chapter. Chapter 4 presents a number of illustrative case studies of curricula, course proposals, and classroom techniques for cultural studies in England, Wales, Germany, France, and Turkey, including programs in student preparation for study abroad and a teacher education program. The fifth chapter looks at the assessment of cultural learning: what and how to assess; experiments in assessment; and determination of levels of competence for evaluation purposes. The concluding chapter presents three ideas for further consideration in the development of cultural learning theory: language and culture teaching as political education; culture-specific learning as an element of and contribution to multicultural education; and a possible relationship between language learning and social class. (MSE)

ED 385 162 FL 023 176

Katchen, Johanna E.
Self-Directed Listening: What Student Journals Reveal.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at Annual Meeting of the International Association of Teachers of English as a Foreign Language (29th, York, England, United Kingdom, April 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Activities; *College Students; English (Second Language); Foreign Countries; Higher Education; *Journal Writing; *Listening Comprehension; *Listening Skills; Second Language Instruction; *Student Journals; Vocabulary Development
IDENTIFIERS- *Taiwan

This paper examines the English listening journals of 23 Taiwanese university students learning English. The listening journal requires that students listen to one English language program a week, write a brief synopsis, and comment upon self-listening abilities and the program, including what s/he learned. Journals are graded according to effort and improvement over time rather than accuracy. The comments and discoveries made by these students are examined. Topics discussed included clear pronunciation and speech, rate of speech, vocabulary, slang and idioms, cultural differences, gender and age differences, unfamiliar accents, and voice quality. The mandate of listening to comprehend was strengthened when students actually discovered, on their own, that listening did indeed improve overall comprehension, increase vocabulary, and improve understanding of how language is really used. Overall, the journal helped students improve comprehension, increased student participation in the learning process, and developed new listening and learning skills. Students were writing 2-3 pages instead of the mandatory 1 page and even asking teacher questions via the journal. (Contains seven references.) (NAV)

ED 385 163 FL 023 179

Clearinghouse for ESL Literacy Education) (NAV)

ED 385 182 HE 028 448

Fiscal Year 1995 Faculty and Civil Service Salaries.
PUB DATE- 11 Jul 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Comparative Analysis; Economic Factors; *Government Employees; Higher Education; Private Colleges; *Salaries; State Colleges; State Universities; Teacher Salaries; Trend Analysis
IDENTIFIERS- *Illinois; Illinois Mathematics and Science Academy; *State College and University Systems

This report provides information on the status of fiscal year 1995 faculty and civil service salaries at Illinois colleges and universities and the Illinois Mathematics and Science Academy along with trend analysis based on data beginning in 1980. The report compares salaries with economic indicators to determine how well salaries have kept pace with inflation. In addition, faculty salaries are compared with those at comparable institutions in other states to determine the competitiveness of Illinois salaries. The information excludes fringe benefits such as medical and dental insurance and employer contributions to pension plans. The report's findings include the following: (1) the average fiscal year 1995 faculty salary at a public university was $49,600, an increase of 4.4 percent over fiscal year 1994; (2) for community colleges the average faculty salary was $46,900, an increase of 3.3 percent; (3) for nonpublic colleges and universities the average faculty salary was $55,200, an increase of 3.2 percent above fiscal year 1994 salaries. Overall the report finds that 1995 salaries at public institutions have improved, both in relation to economic indicators and peer group comparisons. However, the data also show faculty salaries at Illinois public universities have historically been below the salary of peers in other states. The report also contains extensive tables and figures illustrating the data and an appendix describing data sources and analysis methods. (JB)

ED 385 183 HE 028 449

McGovern, Thomas V., Ed.
Handbook for Enhancing Undergraduate Education in Psychology. Based on the National Conference on Enhancing the Quality of Undergraduate Education in Psychology of the American Psychological Association (St. Mary's City, Maryland, June 1991).
PUB DATE- Sep 94
NOTE- 275p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Academic Advising; Active Learning; *College Instruction; College Outcomes Assessment; College Programs; Collegiality; Curriculum; Educational Assessment; *Educational Quality; Faculty Development; Higher Education; Intellectual Disciplines; Minority Groups; *Psychology; Undergraduate Study

and the mind-brain with a cognitive imperative to learn and form neural networks; (3) learning is a process of forming novel neural networks through the recognition of patterns; (4) novel neural networks can only form as relevant extensions of or alterations to previously existing neural networks; and (5) there is, for each mind-brain, an optimal level tension for the facilitation of neural network formation. The paper argues that educators should take into account that all thinking is abstract, that they should build upon the incessant natural desire for knowledge, that students be allowed to recognize patterns for themselves, that instructors contextualize information so as to provide multiple perspectives, and that instructors should employ challenging but not overwhelming instructional and evaluation methods that allow students to find their best tension level of learning. The paper also relates these ideas to the educational philosophy and methods of John Dewey and Maria Montessori. (Contains 21 references.) (MDM)

ED 385 202 HE 028 468

Blackburn, Robert T.; Lawrence, Janet H.
Faculty at Work. Motivation, Expectation, Satisfaction.
PUB DATE- 95
NOTE- 389p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Need; Administrator Attitudes; *College Faculty; *College Instruction; Demography; *Faculty Publishing; *Faculty Workload; Higher Education; Models; Motivation; National Surveys; Productivity; Teacher Attitudes
IDENTIFIERS- Faculty Attitudes; *Faculty Service

This book draws together empirical evidence on college and university faculty work, develops and tests a theoretical framework of faculty motivation to engage in different teaching, research, and service activities, and suggests how administrative practices can be improved so that faculty work lives are enriched and institutions become more productive organizations. Chapter 1 establishes the theoretical bases for the framework and describes its major components. Chapters 2 and 3 explain the conceptual meaning of each of the variables used to measure the constructs in the framework and discuss studies that have utilized such variables. Chapters 4, 5, and 6 describe the present studies conducted to evaluate faculty publication, teaching, and service and scholarship, respectively. Chapter 7 compares administrator and faculty views of the same workplace. Chapter 8 summarizes the findings and speculates about future developments in the field. Nine appendixes include the Carnegie Classification System, variables used in regression analysis, limitations of the theoretical framework, and copies of the faculty and administrator surveys. (Contains approximately 475 references.) (MDM)

ED 385 203 HE 028 469

Morley, Louise, Ed.; Walsh, Val, Ed.
Feminist Academics: Creative Agents for Change.
PUB DATE- 95
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Donnan, Peter, Ed.; McDonald, Anne, Ed.
Occasional Papers in Distance Learning, Number 17.
PUB DATE- May 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Distance Education; Higher Education; Independent Study; Instructional Material Evaluation; Multimedia Materials; Nontraditional Education; *Open Universities; Study Guides; Study Skills
IDENTIFIERS- Bridging Courses (Australia); Faculty Attitudes

These occasional papers focus on open learning and distance education. This volume contains four papers on a variety of topics: bridging courses, issues for researchers in evaluating interactive multimedia, designing study materials to address the special needs of distance students, and faculty attitudes concerning technology. Papers are: "Bridging Courses for Australian Universities," (Eric Holgate) based on a study which surveyed the responses of Australian universities to the bridging needs of students; "Evaluating IMM--Issues for Researchers," (Shauna McKenna) separates the issues of evaluating the material and evaluating the learner, then proceeds to critically examine notions of effectiveness in literature; "Designing Study Materials for Distance Students" (Helen Wood) shows how the special needs of distance students are being addressed through a range of educational strategies in the subject concepts of biology by an emphasis on planning and presentation in the teaching materials; and "Attitudes of a Sample of CSU (Charles Stuart University) Staff to Changing Technologies," (Shauna McKenna) presents the results of a study conducted with CSU lecturers at the Bathhurst campus in September 1994 regarding their practices and attitudes to using computer technology. (MAS)

ED 385 223 IR 017 233

Chandiram, Jai
Assessment and Application of Technologies in Schools in India. Classroom 2000 .
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Computer Assisted Instruction; *Distance Education; Educational Technology; Foreign Countries; High Schools; *High School Students; Mathematics; Physics; Rural Areas; *Student Attitudes; *Technological Advancement; Urban Areas
IDENTIFIERS- *India

In New Delhi (India), the Central Institute of Educational Technology in collaboration with Computer Maintenance Corporation and Kentucky Educational Television launched the Classroom 2000 project to demonstrate the use of interactive technology for distance learning and to experiment with its development in various learning situations. Six schools in Indian cities were linked with the central studio. Sixty-five students participated, responding on computer keypads to lessons in physics and mathematics. Students responded favorably to the lessons and method of presentation. Most

ED 385 240 IR 017 252

Topp, Neal W.; And Others
Goal: Technology-Using Teachers; Key: Technology-Using Faculty.
PUB DATE- 95
NOTE- 5p.; In: Technology and Teacher Education Annual, 1995. Proceedings of the International Conference of the Society for Information Technology and Teacher Education (SITE) (6th, San Antonio, Texas, March 22-25, 1995); see ED 381 148.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Educational Equipment; *Educational Technology; *Faculty Development; Higher Education; Information Networks; Instructional Development; *Integrated Activities; Laboratories; Local Area Networks; Microcomputers; Multimedia Materials; *Teacher Education; Work Stations
IDENTIFIERS- *University of Nebraska Omaha

The faculty of the College of Education at the University of Nebraska at Omaha, under the leadership of the dean, has developed a model for technology integration into teacher education. This document discusses the three key elements that are key to effectively integrating technology in teacher training: equipment, faculty training, and expectations. Desktop microcomputers for faculty and support staff, three mobile multimedia teaching stations, a local area network, and student microcomputer laboratories have been implemented and a project to install "high-tech" classrooms throughout the campus is underway. The faculty development efforts were designed around three levels: awareness, experience, and integration. Training activities addressed improving instruction, expanding research, and increasing scholarship using resources available through educational technology. The training was addressed in summer intercessions and lunch hour presentations. Expectations and encouragement for educational technology were provided by the dean's office and individual departments. The college also established an Educational Technology Task Force, comprised of faculty, administrators, and support staff from all departments to provide operational direction. The use and integration of technology has greatly increased in the College of Education over the past few years. (Contains seven references.) (AEF)

ED 385 241 IR 017 253

Topp, Neal; And Others
Research Project: An Appraisal of the Impact of Nebraska's Statewide Internet Implementation.
PUB DATE- 95
NOTE- 5p.; In: Technology and Teacher Education Annual, 1995. Proceedings of the International Conference of the Society for Information Technology and Teacher Education (SITE) (6th, San Antonio, Texas, March 22-25, 1995); see ED 381 148.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Elementary Secondary Education; *Evaluation Methods; Instructional Material Evaluation; Interviews; Professional Development; *Program Effectiveness; School Surveys; Teacher Attitudes; Teacher Characteristics; Teacher Education; Teacher Role; *Use Studies

conference "Public Libraries and Community-Based Education: Making the Connection for Life Long Learning." For the collected commissioned papers, see IR 017 333. For each commissioned paper separately analyzed, see IR 017 334-341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Literacy; Agency Cooperation; Lifelong Learning; *Literacy Education; Tutorial Programs; *Tutoring
IDENTIFIERS- Community Based Education; *Delta Adult Literacy Council DC; District of Columbia

The Delta Adult Literacy Council, Inc. (DALC) is a volunteer, nonprofit organization that seeks to recruit, assess, train, match, and support volunteer tutors and adult new readers. Its accomplishments, its history as a literacy organization, and its tutor training process are described. The process of student recruitment and support involves student referrals from other literacy-providing organizations, hotlines, other students, and various social service agencies, an intake interview, an initial assessment of the learner's literacy strengths, weaknesses, goals, and interests, and an initial tutoring session. After tutoring sessions begin, students, as well as tutors, are provided with continued support. DALC collaborates with other literacy service providers and agencies, is a member of the State Advisory Council on Literacy and Adult Education, and interacts with public libraries. Factors essential for effective programs are discussed: a coordinated delivery system; political advocacy and support; central recruitment; assessment and support; integration of literacy training and human services; and increased funding. Three appendices provide statistics on literacy needs in Washington DC, quality indicators for adult education programs, and national education goals. (Contains 10 references.) (MAS)

ED 385 259 IR 017 340

Van Fleet, Connie
Public Libraries, Lifelong Learning, and Older Adults: Background and Recommendations.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 36p.; One of eight commissioned papers presented at the conference "Public Libraries and Community-Based Education: Making the Connection for Life Long Learning." For the collected commissioned papers, see IR 017 333. For each commissioned paper separately analyzed, see IR 017 334-341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Learning; *Adult Literacy; Librarians; *Library Services; Lifelong Learning; *Literacy Education; *Older Adults; *Public Libraries; Research Needs
IDENTIFIERS- Community Based Education

Public libraries are a key access point for community-based education for lifelong learners. Libraries link independent learners, materials, programs, and other community agencies, and provide a common touchstone for all segments of the

ED 385 277 IR 055 559

Powell, Marg
Media Services Program Evaluation. Revised.
PUB DATE- 5 Apr 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities; *Educational Media; Educational Resources; Elementary Secondary Education; Evaluation Methods; *Institutional Research; *Library Services; Public Schools; *Resource Centers; School Districts; *Self Evaluation (Groups)
IDENTIFIERS- *Des Moines Public Schools IA; Iowa

Media services at the Des Moines Independent Community School District (Iowa) is a centrally-based department which provides a number of districtwide services in adhering to a philosophy of supporting the curriculum by providing current and sufficient materials, both print and nonprint, access to information for all students, and research skills and library instructions to enable all students to become lifelong learners. This six-part evaluation of the Media Services department includes an examination of the following: (1) "Mission and Responsibility Statement"; (2) "Context Evaluation"; (3) "Input Evaluation"; (4) "Process Evaluation"; (5) "Product Evaluation"; and (6) "Future Planning." Data is illustrated in seven figures and six tables. (MAS)

ED 385 278 IR 055 561

Public Library Data, FY 1993 on Disk machine-readable data file.
PUB DATE- Jul 95
NOTE- System requirements: PC/MS DOS-based system and a minimum of 9,000,000 bytes available hard drive space. Contains two diskettes with self-extracting files (five data files in dBASE and a README file in two formats--printer and WordPerfect 5.2 for Windows.)
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- " provides practice and instruc each,Numerical/Quantitative Data (110)
DESCRIPTORS- Floppy Disks; *Library Statistics; Library Surveys; National Surveys; *Public Libraries; State Libraries; *Statistical Data; Tables (Data)
IDENTIFIERS- *Public Libraries Survey (NCES)

The Public Libraries Survey (PLS) is conducted annually by the National Center for Education Statistics (NCES) through the Federal-State Cooperative System for Public Library Data (FSCS). The 1993 fiscal year survey file includes 8,929 public libraries in the 50 states and the District of Columbia identified by state library agencies. A total of 44 data items were collected for each library--33 basic data items and 11 identification items. (The basic data items for multiple-outlet libraries are provided to NCES as aggregated data.) Included are the library's name, address, number of service outlets, number of full-time equivalent paid staff, operating income and expenditures, capital outlay, and total library materials by collection type. Also included are total annual public service hours, library visits, reference transactions, circulation transactions, interlibrary loans, circulation of children's materials, and children's program attendance. The survey also bibliographies in part 2 are organized into nine subject areas, and represent the body of current popular literature for the entire discipline, including reference works, autobiography and biography, history of the discipline, and specific topics within the discipline. The bibliography recommends resources that could constitute a core science literacy collection. Subject areas include: general science; astronomy and space sciences; biological sciences; chemistry; mathematics; medicine and health sciences; natural history; physics; and technology and applied sciences. This work can be used for collection development, making reference recommendations, and designing programmatic learning activities and is intended for public, high school, community college, and college and university librarians, as well as for science teachers. Author, subject, and title indices and a list of book review source abbreviations are provided. (MAS)

ED 385 297   IR 055 584

Gertz, Janet
Oversize Color Images Project, 1994-1995. A Report to the Commission on Preservation and Access.
PUB DATE- Aug 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Archives; Color; Maps; *Preservation; Records Management; *Reprography
IDENTIFIERS- *Digital Imagery; *Digital Scanning

This report provides results of the first phase of a project to identify acceptable preservation and digital access techniques for dealing with oversize, color images associated with text. The goal of Phase I was to provide a preservation-quality photographic archival copy, a digital version for online access, and paper printouts. Five maps from brittle volumes were scanned, along with single-frame color microfiche of the maps, and 4"x 5" color transparencies. Printouts were made from many of the digital images. The report concentrates primarily on resolution and display issues relevant to modern printed maps, which consists of text superimposed on images made up of a relatively small range of colors without subtleties of shading. The report points out that image quality for both capture and display involves many factors that are not always easy to evaluate separately. They include: characteristics of the photographic intermediaries and how they were produced; scanning and display resolution; compression; storage; display hardware; display software; and network transmission limitations. It is concluded that evaluation of the digital files and the highest quality printouts shows that fine details can be captured successfully from paper original, microfiche, and transparency. For the purposes of creating an archival-quality storage medium combined with the potential for increasingly sophisticated electronic presentation of such materials, the project has been successful. However, at this time the ability to capture information outstrips capacity for easy access and display with average equipment. Therefore, the immediate online use of high resolution files is somewhat limited. Appendices include a description of vendor products, a chart of effective resolution (approximate), and the bibliographic record for the project. (Contains nine references.) (MAS)

ED 385 298   IR 055 585

Compiled to assist Pennsylvania community colleges in analyzing their financial performance in relation to their peers, this report contains financial and historical data for the 14 colleges in the state for fiscal year (FY) 1993-94 and projections for years 1994-95 and 1995-96. Section I provides tables detailing reimbursement requests for 1993-94 related to enrollments, operating reimbursements for operating and stipend expenses, and capital reimbursements for capital, rentals, and debt service. Section II provides 1994-95 rebudget request estimations for enrollments, total state operating reimbursement, operating net reimbursable costs, state reimbursements, and capital deferred and non-deferred items, Section III presents 1995-96 budget requests for these same categories. Section IV presents historical systemwide data for FYs 1984-85 to 1995-96, including tables showing full-time equivalent enrollments, state reimbursement of operating and capital costs, comparisons of net and gross costs, and capital reimbursement requested versus capital reimbursed. Section V provides similar data by individual college and also includes stipend enrollments by category for FYs 1984-85 to 1995-96 and state reimbursement for operating with stipend reimbursement as a percentage of the total for FYs 1984-85 to 1995-96. Finally, section VI presents data on operating expenditures by source and by category, book value and replacement values by college, fund balances, scholarship expenditures and interest for FY 1993-94. (BCY)

ED 385 315   JC 950 384

Rifkin, Tronie
The Status and Scope of Faculty Evaluation. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; Educational Development; Educational Improvement; Educational Objectives; Educational Practices; Evaluation Methods; *Faculty Development; *Faculty Evaluation; *Formative Evaluation; Peer Evaluation; Student Evaluation of Teacher Performance; *Summative Evaluation; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- ERIC Digests

One of the main obstacles to effective faculty evaluation is the inability to reach consensus on the evaluation's intended purpose. On one hand, faculty evaluation has a formative purpose, supporting faculty development, growth, and self-improvement, while it also has a summative purpose in that it provides data to make personnel decisions on tenure, promotion, reappointment, and salary. Since the 1970's there has been debate over whether an evaluation system can be both formative and summative, and still be effective. One of the few points of agreement is the need for multiple sources of input. Possible sources of evaluation data include self-evaluation, evidence of student achievement, alumni evaluations, and instructor performance tests, with the most common source being student evaluations of teacher performance. Two major problems in establishing successful faculty evaluation programs are administration disinterest in whether or not faculty succeed and faculty resistance. Faculty fear that evaluations purported to encourage development and growth will be used to make students in Knoxville. The link between the classrooms was made by Instructional Television Fixed Service technology, which connected the classrooms via two-way audio, but only one-way video. The typical class period was divided into two parts: a lecture delivered via a multimedia program using Macromedia Director; and discussion of homework problems that were solved in class using an overhead camera. Problems encountered in the classrooms included: (1) the teacher had to attend to the needs of students he couldn't see; (2) multimedia delivery involved extensive planning; (3) students at remote campuses were unable to see and hear everything that occurred in the main campus classroom; (4) remote students very rarely interacted without being asked; (5) student-to-student interaction was non-existent; (6) questions asked in the main classroom had to be repeated by the teacher so the remote classrooms could hear; and (7) distance students needed to take more responsibility for their own learning and overcome their intimidation of using microphones to interact with the class. (KP)

ED 385 333 JC 950 407

Course Transfer Guide, 1995-96. University and Community College System of Nevada.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Associate Degrees; College Admission; College Credits; *College Transfer Students; Community Colleges; *Credit Courses; General Education; Higher Education; *State Colleges; State Universities; *Transfer Policy; *Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- Nevada; *University and Community College System of Nevada

This guide is designed to assist students who plan to transfer between the community colleges and universities comprising the University and Community College System of Nevada (UCCSN). The opening section of the guide provides general information on transfer, including admission to programs for Associate of Arts, Associate of Science, other associate degrees, and non-associate degree program admissions; the definition of transfer courses; course numbering; general education course requirements; and programs of study for transfer, including business courses, the Nursing program, and Capstone programs. The next section provides information on curriculum planning and credit by examination, and provides legal notice as to the non-contractual nature of this guide. Next, the guide provides a directory of UCCSN institutions, listing locations and telephone numbers for offices and academic divisions at each schools. The final section, comprising the bulk of the guide, provides a detailed course listing by instructional area, for courses transferable as of June 1, 1995. Included in this section are listings of all transferable courses offered in the UCCSN, including the course name and number, credits provided for the course, two-year institutions offering the course, and the type of transfer credit the course earns at each of the institutions. (PAA)

ED 385 334 JC 950 408

surveys of educators in three Canadian provinces, surveys of teachers nominated as having exemplary programs, surveys of parents from these programs, and in-depth case studies of some of these exemplary programs and of other kindergarten classrooms. The findings indicated that parents and educators in the sample agreed on the efficacy of child-centered, play-based practice, although parents did place more emphasis on academics than educators. They also agreed that parent-teacher communication is crucial. The study also found that although exemplary and other programs had similar forms of parental involvement, exemplary teachers valued involvement somewhat more that other teachers. Although considerable common ground was found between parents and educators, active and regular parental involvement was not a feature of most programs. (Contains six references.) (MDM)

ED 385 353 PS 023 315

Principles To Link By. Integrating Education, Health, and Human Services for Children, Youth, and Families: Systems That Are Community-Based and School-Linked. Final Report.
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Kauffman Foundation, Kansas City, MO.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *Community Involvement; Community Services; Educational Environment; *Federal Legislation; *Federal Programs; Government School Relationship; *Human Services; *Integrated Services; Public Health; School Community Relationship
IDENTIFIERS- *Linkage Programs

This report describes the importance, collaboration procedure, and principles of linking integrated service systems that are community-based and school-linked, established by the National Consensus Building Conference on School Linked Integrated Service Systems. The consensus principles aim to create comprehensive, effective, community-based service systems; make support available to children, youth, and families; and focus on prevention. The report consists of two parts. The first part explains how the consensus was developed and what action will be taken next. The second part describes consensus principles relating to: (1) the basic elements of preventive strategies and effective services; (2) the role of financing; (3) the role of needs assessment and program evaluation; and (4) the importance of stronger structures for coordination. (AP)

ED 385 354 PS 023 343

Tossey, Marvin G.; Whitford, Ellen V.
Dorchester County Even Start Program: Evaluation 1992-1993, 1993-1994.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

is divided into seven chapters. Chapter 1 analyzes the goals of the report, while chapter 2 reviews the Minnesota KIDS COUNT findings. Chapter 3 provides information about the support systems children need. Chapter 4 introduces selected key indicators of child well-being. The indicators measure the risks children face in relation to what they need--economic security, strong birth circumstances, and protection from violence and neglect. Chapter 5 offers a county-by-county profile of the status of children. Chapter 6 provides data on the needs of children of color and analyzes related problems. Chapter 7 offers suggestions on what can be done by individuals, the community, religious congregations, business, the media, and elected officials to improve children's living conditions. A summary of the report is provided separately. (AA)

ED 385 373 PS 023 471

Gordon, June A.
Masks of Abnormality: Constructing Dropouts in the 1st Grade.
PUB DATE- 20 Apr 95
NOTE- 6p.; Paper presented at the YMCA of the USA's Child Care Conference (Seattle, WA, April 20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Bias; Cultural Awareness; *Elementary School Teachers; Ethnic Bias; Grade 1; *High Risk Students; Home Visits; *Labeling (of Persons); Primary Education; Racial Bias; Social Values; Socioeconomic Influences; Stereotypes; *Teacher Attitudes; Teacher Education

This paper discusses how first-grade teachers often perceive which of their students will ultimately succeed in school and which students will drop out. It argues that teachers look at a child's gender, color, behavior patterns, dress, family status, ethnicity, and socioeconomic level and, either consciously or unconsciously, label that child and make decisions about his or her educational future. It asserts that teachers look at students through their own values, norms, and cultural attitudes, making judgments about what is "normal" or positive and what is "abnormal" or negative. The paper discusses techniques to correct these biases, such as having teachers make home visits or meet with parents. It also discusses ways for teachers to talk to students about situations that may affect their school work, such as abuse and neglect. It concludes that teachers need to interact and train with people from different socioeconomic and ethnic backgrounds to better understand their own prejudices and biases. (MDM)

ED 385 374 PS 023 472

Katz, Lilian G.
Child Development Knowledge and Teacher Preparation: Confronting Assumptions.
PUB DATE- Apr 94
NOTE- 24p.; Paper based on presentation at the Annual Conference of the Midwest Association for the Education of Young Children (Peoria, IL, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

Other questions concern facilitating better relationships with staff, young people, and minorities. Chapters are divided into four sections dealing with essential considerations, relations with special publics, communication tools, and evaluation. The chapter titles are: (1) "The Importance of Public Relations"; (2) "Public Character of the School"; (3) "Understanding the Community"; (4) "Policies, Goals, and Strategies"; (5) "Administering the Program"; (6) "The Communication Process"; (7) "Communicating with Internal Publics"; (8) "Communicating with External Publics"; (9) "Communication about School Services and Special Events"; (10) "Making Oral Presentations"; (11) "Working with the Press"; (12) "Radio, Television, and Audiovisual Aids"; (13) "Preparing Printed Materials"; (14) "Conducting Campaigns"; (15) "School Public Relations and the School Choice Challenge"; and (16) "Assessment of the Program." A listing of 53 additional resources is included. (BGC)

ED 385 392 PS 023 532

Charbonneau, Manon P.; Reider, Barbara E.
The Integrated Elementary Classroom: A Developmental Model of Education for the 21st Century.
PUB DATE- 95
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- At Risk Persons; Class Activities; Class Organization; *Classroom Environment; Classroom Techniques; Dropout Prevention; Dropouts; Educational Strategies; Elementary Education; Elementary School Curriculum; Elementary School Students; Emotional Development; High Risk Students; *Integrated Activities; *Integrated Curriculum; Learning Activities; Piagetian Theory; Poverty; *Student Needs; Teacher Role; *Teaching Methods; Team Teaching
IDENTIFIERS- Coalition of Essential Schools; Erikson (Erik); Piaget (Jean); Vygotsky (Lev S)

Targeting the elementary school-age child, 5 to 12 years old, this book sets forth an integrated approach to developing classroom experiences, supporting a holistic curriculum intended to stimulate learning and social and emotional gains. The integrated approach has at its hub a child-centered classroom where students' individual needs form the main focus. In the "Introduction," the book discusses children at risk and the various problems which they bring into the classroom, including dysfunctional families, alcoholism and drug abuse, physical and emotional abuse, poverty, and homelessness. Each chapter of the book is designed to look at a specific aspect of the integrated approach, along with how teachers can relate to that aspect. The first six chapters begin with two scenarios which contrast a traditional classroom with an integrated one. The chapters are as follows: (1) "A Historical and Theoretical Perspective"; (2) "The Importance of Developmental Theory in the Classroom," discussing human development, including concepts from Piaget, Erikson, and Vygotsky; (3) "The Learning Environment"; (4) "Developing the Responsible Learner," focusing on the power dynamic in the classroom, development of competency and self-confidence in students, motivation and self-worth, and multi-age groupings; (5) "Assessment: Formal and Informal"; (6) "Planning for Meaningful Learning," detailing teacher beliefs and roles in integration; (7) "A Multiple Approach to an Integrated Classroom," including activities for

ED 385 410 RC 020 156

Miller, Wayne; And Others
Retirement In-Migration Study: Attractive Features, Economic & Social Impacts.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Aug 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counties; Economic Development; *Expenditures; Income; Older Adults; Property Taxes; *Quality of Life; Retirement; *Rural Economics; Urban to Rural Migration
IDENTIFIERS- *Retirement Communities

This study helps local leaders to identify attractions that entice people to relocate upon retirement, and to estimate the potential economic and social impact of in-migrating retirees. A group of 249 retirees from communities in Arkansas, Oklahoma, and eastern Texas completed questionnaires between June 1992 and February 1993. Although income and education levels varied greatly among participants, most were highly educated and retired from skilled or professional occupations. The most important attractive features that brought participants to their current residence varied among communities. Attractive features included scenic beauty and climate, being close to family, low cost of living, good medical facilities, and recreational opportunities. Only 26 participants reported a "most important" detracting feature in their community. Detracting features were poor medical care and high cost of living. Annual household expenditures averaged about $30,000 per year. Total health care costs were reported to be $3,195 per household per year. Study participants also paid a proportionately higher share of local property taxes that support local government and school districts. While most of their income came from sources outside the county, most of their expenditures were made in their county of residence. In summary, the households participating in the study contributed substantially to their local communities. This report. Includes many data tables and figures, and the survey questionnaire. Contains 49 references. (KS)

ED 385 411 RC 020 164

Technology in Rural and Small Schools. 1994-1995 Laboratory Fellows Teacher Recognition Program. Outstanding Teaching Practices Series, Volume 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 22p.; A project of the Rural, Small Schools Network.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Computer Uses in Education; *Creative Teaching; *Educational Practices; Educational Technology; Elementary Secondary Education; *Instructional Innovation; Personal Narratives; Primary Sources; *Rural Schools; *Teacher Developed Materials; Telecommunications
IDENTIFIERS- *Teacher Initiated Activities; Telematics

*Recycling; Science Curriculum; Waste Disposal; Wastes; *Water
  Pollution; Water Resources
IDENTIFIERS- Environmental Action; Environmental Issues

Among the goals of multicultural and social reconstructionist education are to improve academic achievement, increase appreciation for cultural differences, develop problem-solving skills, and encourage social action. This curriculum unit is concerned with the infusion of multicultural ideals into the elementary science curriculum. A total of 10 lesson plans on air pollution, water pollution, and recycling for elementary-age students are developmentally appropriate, interdisciplinary, innovative, and action oriented. A modified version of the North Carolina Effective Teacher Lesson Plan Model provides the basic outline. Lesson plans contain sections on grade range, approximate time, goal, student objectives, materials, background information and focus, input, guided practice, independent practice, closure, evaluation, extension activities, activities for upper elementary students, connections to other subject areas, and resources. In addition, each lesson features a brief explanation describing how the lesson demonstrates multicultural principles. (LZ)

ED 385 429 SE 055 795

Kunkle, Gregory, Ed.
Science, Technology and Society: Curriculum Newsletter of the
  Lehigh University STS Program & Technology Studies Resource
  Center. Index of Issues 1-100, 1977-1994.
PUB DATE- Oct 94
NOTE- 23p.; Newsletter articles covered very occasionally in CIJE.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Course Descriptions; *Educational Resources;
  Indexes; *Publications; *Science and Society; Science
  Education; *Technology

This index responds to readers frequent requests for a list of and an index to the materials contained in the approximately 2,000 pages of the "STS Newsletter" published to date (1977-1994). The resulting index consists of three parts: (1) a list of 150 articles; (2) a list of 198 course descriptions and syllabi; and (3) a subject index, arranged by major categories with author/instructor references keyed to the lists contained in Parts I and II. Subject categories include agriculture, appropriate technology, archeology, arts, Asia, audio-visual aids, automobiles, business, Chile, China, cities, civilization, communication, comparative, computers, culture, economics, engineering, ethics, energy, environment, futures, gender, health, history, humanities, information, innovation, Japan, journalism, literature, manufacturing, media, medicine, museums, nuclear energy and arms, philosophy, politics/public policy, productivity, psychology, religion, risk, sex, sociology and science, socio-technology, Spain, STS (general), teachers, technology assessment, transportation, USSR, values, women and technology, and work. (LZ)

ED 385 430 SE 056 275

Smithson, John L.; And Others
Describing the Enacted Curriculum: Development and Dissemination
  of Opportunity To Learn Indicators in Science Education.
SPONS. AGENCY- Council of Chief State School Officers,
  Washington, D.C.
PUB DATE- Mar 95

content knowledge in science education, pairs classroom teachers with resource professionals for 1 year of collaborative instruction. The purpose of this study was to examine the impact of reform-based partnerships among teachers and resource professionals on instructional practices, teacher attitudes, and student attitudes and learning in 11 rural elementary schools in a midwestern state. In the first phase of the program, an in-depth 4-day institute was held in the summer. The second phase of the project enabled partnership teams to implement their collaborative teaching projects throughout the following academic year. A follow-up implementation phase included two mini-conferences. This paper reports part of the evaluation and research related to the program and is delimited to reporting participants' changes in attitudes and instructional approach. Though the mean for both groups improved, the teachers' levels of confidence in reform-based partnering showed significant improvement after the program. Approximately three-quarters of teachers expressed that their instructional approach had changed, often towards more hands-on approaches. The questionnaire is appended. Contains 10 references. (LZ)

ED 385 449 SE 056 838

Less Waste in the First Place. Six Lessons on Packaging and Source Reduction.
PUB DATE- Oct 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; Intermediate Grades; Junior High Schools; Learning Activities; Lesson Plans; Middle Schools; *Recycling; Science Activities; Secondary Education; Units of Study; *Waste Disposal
IDENTIFIERS- Environmental Impact; *Packaging

The six lessons contained in this guide provide students with a basic understanding of the scientific and environmental principles that govern modern package design and development. By completing the activities that accompany each of the lesson plans, students will be able to: (1) define a package and describe its functions; (2) differentiate between types of packages, including nature's packages; (3) describe how modern packaging evolved and why it is necessary; (4) understand the scientific, social, and environmental considerations that affect the design of a package; (5) discuss how packaging helps consumers reduce the amount of garbage they throw away; (6) define and identify different types of barriers; (7) define source reduction; and (8) create their own flexible package for a product. The lessons are not intended to stand alone and should be used to supplement existing curricula and classroom experiences in science, ecology, and home economics. A brief true-false pretest measuring knowledge of garbage and packaging begins the lessons. The correct pretest answers are explained in detail and address environmental facts and myths. The lesson plans contain objectives, background information, classroom activities, discussion questions, and extensions. Contains 10 references, a list of 20 periodicals, and 20 sources of additional information. A glossary of terms is included. (LZ)

ED 385 450 SO 024 321

Migration Oz, An Investigative Resource Kit.

in its historical and social context in 21st century and the origins and changes in this advice. The volume addresses the untold story of the experience of mothering that largely has been omitted from traditional accounts of history. This account of education for motherhood begins in the first decade of this century, when the high mortality rate among infants, small children, and women in childbirth prompted a massive government campaign to educate women in the complex tasks of motherhood. The book traces the development of the advice given to mothers during this century. Focusing on the period from 1900 to 1960, the book provides documentation of the barrage of advice from experts and assesses the changing messages and their impact on women's daily lives. The volume's chapters include: (1) "Preface: The Experience of Motherhood"; (2) "Introduction"; (3) "Waging War on Infant Mortality"; (4) "Creating 'An Educational Campaign'"; (5) "Medicalizing Motherhood: Pregnancy and Childbirth"; (6) "'Bringing Up Baby': The Care and Feeding of Infants and Young Children"; (7) "Thoroughly Modern Mother"; and (8) "Conclusion." (EH)

ED 385 470 SO 025 018

Guide to Careers in World Affairs. Third Edition.
PUB DATE- 93
NOTE- 435p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Awareness; Career Exploration; *Career Guidance; Career Planning; *Careers; *Employment; Foreign Countries; Foreign Policy; Global Approach; International Organizations; International Relations; International Trade; *Occupational Information; *World Affairs

This guide examines many of the organizations doing work in the international field and provides an overview of employment opportunities in some of those areas. The introductions to the chapters are by outstanding leaders in their fields who provide inside information about the nature of the work, qualifications and prospects for employment and who offer job hunting advice. The profiles of representative companies and other organizations give a description of the organization and information about the staff, qualifications for employment, availability of internships and application procedures. There are thirteen chapters in this volume: (1) "International Business"; (2) "International Consulting"; (3) "International Finance and Banking"; (4) "International Journalism"; (5) "International Law"; (6) "Translation, Interpretation and Terminology"; (7) "Nonprofit Organizations" (research and education; development assistance, environment and relief organizations; health and population organizations; and youth-oriented organizations); (8) "Federal and State Government"; (9) "The UN and Other International Organizations"; (10) "Internships"; (11) "Graduate Programs"; (12) "Job-Hunting Strategies"; and (13) "Annotated Bibliography." (EH)

ED 385 471 SO 025 081

Lindquist, Tarry
Seeing the Whole through Social Studies.
PUB DATE- 95
NOTE- 204p.

impact on their observations and reflections. Twelve preservice secondary mathematics teachers in the early stages of their teacher education program were divided into 3 treatment groups based on their orientation towards reflection. All groups observed four video-taped mathematics lessons. Immediately after observing each video, 2 groups spent 50 minutes discussing their perceptions of the lesson. Instead of participating in discussions, the third group observed four additional lessons. Pre- and post-treatment written reflections were collected and analyzed to assess changes in participants' observations and reflections. Results of this analysis support small-group discussion as an effective method for increasing the quantity of reflections. The number of observations did not appear to change but the discussion group participants were better able to recall their observations in post-treatment interviews. (Contains 47 references.) (Author/ND)

ED 385 492   SP 036 111

Erduran, Sibel; Duschl, Richard A.
Using Portfolios To Assess Students' Conceptual Understanding of Flotation and Buoyancy.
PUB DATE- Apr 95
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Objectives; Elementary School Science; *Evaluation Methods; Grade 6; Informal Assessment; Intermediate Grades; Middle Schools; *Nongraded Student Evaluation; *Portfolio Assessment; Portfolios (Background Materials); Science Activities; *Science Education; Scientific Concepts; *Student Evaluation

The research described in this paper investigates the use of portfolio assessment techniques in middle school science classrooms. It explores how alternative assessment frameworks, such as portfolios, can be used by the classroom teacher and the students as an indicator of students' conceptual understanding and to facilitate changes in science learning environments where learners' development is promoted in the domains of epistemic, cognitive, and social goals. Interviews using the SEPIA (Science Education through Portfolio Instruction and Assessment) Student Interview, were conducted with 29 sixth-grade students selected from classes of 6 teachers in 5 schools in the same urban school district. The purpose of the interview was to develop a profile of students' conceptual understanding with respect to flotation and buoyancy; this understanding was assessed with respect to the three domains established within the conceptual framework of the lesson unit. Transcribed tapes were coded by use of concept maps which are an integral part of instruction. Results indicate that students' conceptual understanding of flotation and buoyancy in terms of operating forces was well established although relation to the underlying explanation in terms of water pressure and design features were underemphasized. A high percentage of students focused on vessel performance in water. Students' use of their portfolios during the interview suggest that certain portfolio items might be critical in bringing about effective instruction and assessment. Appendixes provide: The SEPIA Student Interview and Storyboards; concept maps; samples of student work; and forecast portfolio item. (Contains

(020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Beginning Teacher Induction; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Feedback; *Field Experience Programs; Higher Education; Practicums; Practicum Supervision; Preservice Teacher Education; Professional Development Schools; Program Evaluation; *Student Teacher Evaluation; *Student Teacher Supervisors; *Student Teaching

This is the first in a series of four books presenting a variety of field experience program models and philosophies that drive the programs provided to preservice teachers during their undergraduate teacher preparation. This publications focuses on developing and evaluating an effective field experience program. Several common themes emerge from the models and philosophies described. First, each program suggests the path undergraduate students must experience to assimilate the culture of teaching. Second, each expresses the belief that field experiences must be integrated into the theoretical framework of teacher education programs. Third, it is only through this integration of efforts between the university faculty and clinical/field faculty that connections are made by the preservice teacher for practical application to the classroom. Following an introduction by Gloria Appelt Slick, the book is divided into 10 chapters: (1) "Creating State-of-the-Art Field Experiences: The Professional Development School" (Mary J. Selke and Roger A. Kueter); (2) "Articulating Field Experience Programs" (Kathryn R. Oakland, Linda A. Fernandez, and Roger A. Kueter); (3) "Leadership for Effective Student Teaching" (Allan A. Glatthorn and Charles R. Coble); (4) "Providing Meaningful Field Experiences" (Frank M. Ribich); (5) "Feedback Measures in Field Experience Programs" (Patrice Holden Werner, and others); (6) "Evaluating Student Teachers: The Formative and Summative Process" (Susan E. Pullman); (7) "Evaluating Field Experience Programs" (Patricia D. Exner); (8) "Operating a Small Field Experience Program for Teacher and Administrator Preparation in a Private School of Education" (Barbara A. Coulibaly and Rita M. King); (9) "Coordinating Theory with Practice: The Department Chair's Perspective" (Mildred E. Kersh); and (10) "Bits and Pieces: Everything Else You Wanted To Know about Designing and Implementing Field Experience Programs" (Kenneth Burrett and Gloria Appelt Slick). Each chapter contains references. (ND)

ED 385 510 SP 036 131

Slick, Gloria Appelt, Ed.
Preparing New Teachers: Operating Successful Field Experience Programs.
PUB DATE- 95
NOTE- 152p.; For related documents, see SP 036 130-133.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Beginning Teacher Induction; Elementary Secondary Education; *Field Experience Programs; Higher Education; Practicums; Practicum Supervision; Preservice Teacher Education; Program Administration; State Standards;

Teacher Student Relationship
IDENTIFIERS- *Australia (Tasmania); Image Analysis; Metaphorical Thought

This study explored how elementary school teachers' mental images of their schools, as revealed by metaphor, were related in systematic ways to the perceptions their students had of the classroom psychosocial environment. The data were gathered during 1992 from 1,923 students and their teachers in 162 classes in grades 5-8 in Tasmania, Australia. The schools were in rural and urban locations; the teachers were 31 percent male and 69 percent female; students were 40 percent male and 60 percent female. Teachers' images of their school were assessed through the administration of a questionnaire, developed for the study, called "Images of Schools through Metaphor" (ISM), asking teachers to indicate the extent to which they agreed or disagreed with each of 26 metaphors (e.g., "my school is a mental straight jacket" or "my school is an orchestra"). Respondents were also invited to add other metaphors (less than 10 percent did). Students' perceptions of the psychosocial environment of their classroom were assessed through administration of a questionnaire. Results of examination of both sets of data found that nearly every metaphor was associated with at least one classroom environment scale. For, instance "School as Family" and "School As Olympic Games" were associated with cohesiveness, satisfaction, and democracy in a positive direction and with speed or difficulty in a negative direction. School leaders ought to consider it important to inquire into the nature of the images their teachers have of their schools and to contemplate ways of building or strengthening particular images in them. (Contains 50 references.) (JB)

ED 385 527 SP 036 150

Loughran, John; Northfield, Jeff
Researcher as Teacher: Practical Inquiry and Formal Research.
PUB DATE- 10 Apr 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Instructional Improvement; Journal Writing; Mathematics Education; Professional Development; *Research Design; Science Education; Secondary Education; Secondary School Teachers; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- Australia; Self Training and Evaluation Process; *Teacher Researchers

This paper provides the material for an interview/discussion of the teacher as researcher involved in a self-study of his own teaching activity. Opening sections describe the original self-study conducted by a teacher over the course of the 1993 school year while teaching secondary school math and science in Australia. These sections also briefly describe self-study as a means to professional change and improvement among teachers. The data collection consisted of a daily journal maintained by the teacher and read and commented on by colleagues and used finally as a source for developing 24 theme statements on teaching and learning. Two other data sources were the work of a research assistant who spent 12 days visiting classes and

School Services Program at the Educational Testing Service, measures English language listening comprehension and reading comprehension skills. It was developed for use with nonnative-English speaking students in grades 7 through 12. The SLEP is administered and scored locally, and the SLEP program does not receive routine feedback from local test users. This study was undertaken to obtain formal feedback from a sample of SLEP users through a survey questionnaire. Questionnaires were mailed to over 300 potential SLEP users. Although the return rate was relatively low (71 usable returns), the distribution of the returns by general institutional type and location was similar to that of the total sample. Survey findings provide information regarding: (1) testing practices; (2) purposes of testing; (3) selected characteristics of the examinees; (4) test-users' perceptions of the principal strengths and weaknesses of the SLEP and its manual; (5) the extent and nature of local studies concerned with validating the SLEP; and (6) related topics. Limitations of the findings for SLEP research are discussed. Four appendixes contain technical information about the survey and the questionnaire itself. Four exhibits, seven figures, and two tables illustrate the discussion. (Contains 18 references.) (Author/SLD)

ED 385 547 TM 023 963

Wright, Nancy K.; Dorans, Neil J.
Using the Selection Variable for Matching or Equating.
PUB DATE- Jan 93
NOTE- 40p.; Based on a paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; *Equated Scores; *Selection; Simulation; *Test Results
IDENTIFIERS- Accuracy; Anchor Tests; Chained Equipercentile Equating; Frequency Estimation Equipercentile Equating; Levine Equating Method; Scholastic Aptitude Test; Tucker Common Item Equating Method; *Variables; Variance (Statistical)

This paper studies whether equating results can be improved if the variable that accounts for all systematic differences between equating populations is identified and used as an anchor in anchor test design or as a variable on which to match equating samples. The sample invariant properties of four anchor test equating methods (Tucker and Levine equally reliable linear models, chained equipercentile, and frequency estimation equipercentile models) were examined under representative, matched-on-equating-test, and matched-on-selection-variable conditions. The selection variable, the variable along which subpopulations differ, was also used as an anchor for the four equating methods and compared to equatings in which the equating test served as the anchor. All equatings were performed with real Scholastic Aptitude Test (SAT) populations or simulated populations. Accuracy criteria were equivalent-groups equipercentile equatings based on old and new form subpopulations of over 115,000 test takers. Results showed that matching on the selection variable improved accuracy over matching on the equating test for all methods. Results with the selection variable as an anchor were good for both the Tucker and frequency estimation methods, but unacceptable for chained equipercentile and Levine results. Two tables, 2 figures, and 16 graphs present analysis data. (Contains 24 references.)

Birnbaum's three-parameter logistic item response theory model using Newton's method for solving the joint maximum likelihood equations. In 1989, Martha Stocking discovered a problem with this procedure in that when the true item discriminations were used as starting values for the iteration procedure, item parameters were different from when the default starting value of one was used for the item discriminations. When a straight run to convergence was performed, the different initial starting values converged to the same item parameter estimates. This study investigated several methods for improving the automatic procedure, but when they failed to yield the necessary improvement, a method was devised that gives estimates nearly as good as those obtained from running to convergence. The method involves adding a step to get better initial parameter estimates for the automatic procedure. Abilities are grouped coarsely, and the grouped abilities are estimated iteratively, alternating between items and abilities until the maximum difference between the estimated item characteristic curves is less than some criterion. A new version of LOGIST, LOGIST7, has been produced. Four tables and 33 figures present analysis details. (Contains nine references.) (SLD)

ED 385 567 TM 024 004

Longford, Nicholas T.
Comparison of Efficiency of Jackknife and Variance Component Estimators of Standard Errors. Program Statistics Research. Technical Report.
PUB DATE- Apr 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Error of Measurement; *Estimation (Mathematics); Prediction; Research Design; Robustness (Statistics); *Sampling; *Scoring; Simulation; Statistical Bias; Surveys
IDENTIFIERS- Bootstrap Methods; *Jackknifing Technique; Large Scale Programs; Resampling Techniques; *Variance (Statistical)

Large scale surveys usually employ a complex sampling design and as a consequence, no standard methods for estimation of the standard errors associated with the estimates of population means are available. Resampling methods, such as jackknife or bootstrap, are often used, with reference to their properties of robustness and reduction of bias. A method based on variance component models is proposed as an alternative to the jackknife procedure used for calculation of the standard errors for the subpopulation means of proficiency scores in a large scale survey of education in the United States. A simulation study provides evidence that the jackknife estimator for the standard error of the estimate of the mean is substantially less efficient than its variance component counterpart. The ultimate decision to use variance component methods should be based on the predicted (guessed) impact of the features of the data not accounted for by the variance component models. An appendix contains the scoring algorithm. Six tables present analysis results. (Contains seven references.) (Author/SLD)

ED 385 568 TM 024 006

DeMauro, Gerald E.
An Investigation of the Appropriateness of the TOEFL Test as a Matching Variable To Equate TWE Topics.
PUB DATE- May 92

Schaeffer, Gary A.; And Others
Field Test of a Computer-Based GRE General Test. GRE Board Report No. 88-08P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Apr 93
NOTE- 79p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; *College Graduates; *Computer Assisted Testing; Equated Scores; Field Tests; Graduate Study; Higher Education; Item Response Theory; *Scores; Surveys; *Test Format; Test Items; Test Results
IDENTIFIERS- *Graduate Record Examinations; Paper and Pencil Tests

This report contains results of a field test conducted to determine the relationship between a Graduate Records Examination (GRE) linear computer-based test (CBT) and a paper-and-pencil (P&P) test with the same items. Recent GRE examinees participated in the field test by taking either a CBT or the P&P test. Data from the field test indicated that examinees were able to navigate through the CBT with very little difficulty and that their overall reaction to the CBT was favorable. No substantive item-level mode effects were detected. No test-level mode effects were found for the verbal and analytical measures, but a small test-level effect was found for the quantitative measure. The raw-to-scale equating conversions of the CBT nearly matched those of the P&P version of the CBT for each measure, and therefore P&P conversions were used to report CBT scores. Six appendixes provide supplemental information, including item response theory parameter estimates, the plots of differences, the CBT questionnaire results, and seven additional tables. (Contains 31 tables, 13 figures, and 6 references.) (Author/SLD)

ED 385 589 TM 024 027

Stricker, Lawrence J.; Rock, Donald A.
Examinee Background Characteristics and GRE General Test Performance. GRE Board Research Report No. 89-07R.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Mar 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Entrance Examinations; *College Students; Doctoral Degrees; Educational Quality; Ethnicity; Grade Point Average; Higher Education; *Individual Characteristics; *Institutional Characteristics; *Parent Background; *Performance; Private Schools; Public Schools; Scores; Selection; Sex Differences; Structural Equation Models; *Test Results
IDENTIFIERS- *Graduate Record Examinations

The relationships between examinee background characteristics and performance on the Graduate Record Examinations (GRE) General Test were appraised by a structural equation modeling analysis. The initial characteristics of 3,145 examinees (i.e., sex, ethnicity, parental education, geographic region, and age) had modest relationships with their test performance. Of these, parental education had the most consistent and strongest association. Sex also had an appreciable association, but it was limited to the quantitative score. College-related characteristics (e.g., college major and the institution's public vs. private control, Carnegie classification,

Evaluation Utilization; *Information Networks; Measurement Techniques; *Professional Associations
IDENTIFIERS- ERIC Digests; Gopher; *Internet

This digest identifies Internet resources of particular interest to the educational assessment community. Gopher sites and web sites are identified and discussed for the following organizations and institutions: (1) American Educational Research Association; (2) American Evaluation Association; (3) Arizona State University College of Education; (4) Buros Institute of Mental Measurement; (5) ERIC Clearinghouse on Assessment and Evaluation; (6) ERIC Clearinghouse on Information and Technology; (7) the Educational Testing Service; (8) the Evaluation Center at Western Michigan University; (9) the National Center for Research on Evaluation, Standards, and Student Testing; (10) the National Council on Measurement in Education; (11) the North Central Regional Education Laboratory; (12) the Northwest Regional Educational Laboratory; (13) the Princeton Review; (14) Question Mark Computing; and (15) the U.S. Department of Education. (Contains 4 references.) (SLD)

ED 385 610 TM 024 540

Goals 2000 and World-Class Standards on the Internet. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Networks; Educational Change; *Educational Objectives; Educational Policy; Educational Research; Elementary Secondary Education; Higher Education; *Information Networks; *International Education; Legislation; *National Programs; *Parent Participation; School Districts; Standards
IDENTIFIERS- ERIC Digests; *Goals 2000; Gopher; *Internet; World Class Standards

Many organizations, school districts, and state departments of education are posting useful materials on the Internet for anyone interested in Goals 2000, world-class standards, and school restructuring. This digest identifies key Internet offerings related to Goals 2000 and world-class standards. Pointers to each of these offerings can be found at the ERIC Clearinghouse on Assessment and Evaluation gopher site (gopher.cua.edu, special resources, ERIC, Goals 2000). Offerings include assistance for parents and local communities on how to get involved and support school improvement efforts, as well as information from 26 states that have established gopher sites. National information is available on Goals 2000 initiatives and on the development of standards in the United States and abroad. Detailed information is presented for the following categories: (1) legislation and policy; (2) parent assistance and information; (3) local assistance and information; (4) state assistance and information; (5) national information and programs; (6) world-class standards; (7) international information; and (8) other Goals 2000 gophers. (SLD)

Schaub, Mark
Cross-Cultural Dialogics: Bakhtinian Theory and Second Language Audience.
PUB DATE- Mar 95
NOTE- 19p.; Paper presented at the Annual Meeting of Conference on College Composition and Communication (Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; *Dialog Journals; *English (Second Language); Foreign Countries; Higher Education; *Intercultural Communication; Journal Writing; Second Language Instruction
IDENTIFIERS- *Bakhtin (Mikhail); Egypt

This paper outlines the possible impact of Bakhtinian theory concept in English-as-a-Second-Language (ESL) instruction. Bakhtin views on the culturally and politically embedded nature of language and addressivity and answerability are ideal for discussion of cross-cultural communication. His cultural and political context are inseparable from an utterance, content, style, and arrangement, and his discussion of "social and historical heteroglossia" replicates the building blocks of discourse, surrounded by layers of culture and author's voice. The Bakhtinian view of audience allows time to analyze current pedagogies and conceptions in a new light, such as through the use of dialogue journals and intercultural exchange of texts. The Bakhtinian audience process is illustrated by journals produced in a university class of Egyptian English learners. The journals differed from regular student journals in that the audience of the journal was not the teacher, but fellow students in other countries, such as during the Persian Gulf War, during which students primarily Arab and African wrote to American students. The Bakhtinian view sees all communication as cross-cultural; applicability in the ESL situation is even more appropriate. (Contains 28 references.) (NAV)

ED 385 164 FL 023 180

Davis, James J.
Master's Theses on Afro-French and Afro-Hispanic Literatures and Cultures and African American Images in French and Spanish Literatures Produced by Howard University's Department of Romance Languages from 1933-1993.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *African Studies; *Black Studies; French; *Graduate Study; Higher Education; *Masters Theses; Romance Languages; Spanish
IDENTIFIERS- *African Americans; *Howard University DC

This paper focuses on the production of Master's theses at Howard University, Department of Romance Languages, over 60 years on the African diaspora, specifically on Black studies and themes in French and Spanish literature from 1930-1960. Howard University was the first of the Historically Black Colleges and Universities (HBCUs) to offer graduate training in the Romance languages. It was discovered that until the beginning of the 1960s, Master's theses were considered dissertations, with the first Master's thesis being officially awarded in 1932. It was

This volume synthesizes the scholarship and practice of the teaching and learning of psychology to create a practical handbook for faculty who work with undergraduates in this discipline. Section 1 establishes the framework with "Principles for Quality Undergraduate Psychology Programs" (Cynthia Baum, and others). Section 2 reviews seven critical areas. The chapters are: (1) "Targeting Outcomes: Covering Your Assessment Concerns and Needs," (Diane F. Halpern and others); (2) "Developing and Improving Advising: Challenges to Prepare Students for Life" (Marek E. Ware and others); (3) "Toward a Psychology of Variance: Increasing the Presence and Understanding of Ethnic Minorities in Psychology" (Antonio E. Puente and others); (4) "The Compleat Scholar: Faculty Development for Those Who Teach Psychology" (Bruce R. Fretz and others); (5) "From Isolation to Community: Increasing Communication and Collegiality Among Psychology Teachers" (Wayne Weiten and others); (6) "Curriculum" (Charles L. Brewer and others); and (7) "Promoting Active Learning in Psychology Courses" (Virginia Andreoli Mathie). Section 3 contains a concluding paper, "Transforming Undergraduate Psychology for the Next Century" (Thomas V. McGovern). Appendixes contain information on the 1991 Conference on which this book is based. Listings of steering committee members and conference participants, information on the conference site, and recommendations that emerged from the conference as well as an index are included. (JB)

ED 385 184   HE 028 450

Blanchette, Cornelia M.
Student Loan Defaults. Department of Education Limitations in Sanctioning Problem Schools. Report to the Ranking Minority Member, Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Reform and Oversight, House of Representatives.
PUB DATE- Jun 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Colleges; Compliance (Legal); Educational Legislation; *Eligibility; Federal Legislation; Federal Programs; Higher Education; *Loan Default; Program Effectiveness; Proprietary Schools; *Sanctions; *Student Loan Programs
IDENTIFIERS- Default Analysis; *Department of Education; Higher Education Act Amendments 1993

This report examines the effectiveness of recent federal government efforts through amendments to the Higher Education Act (1993) to reduce student loan defaults. Key measures to curb defaults had been to make schools with high student loan default rates ineligible for federal student loan programs. However, many institutions have challenged Department of Education ineligibility decisions arguing that such decisions were based on inaccurate data. Recent amendments have attempted to address these concerns by changing Department processes. In evaluating the effectiveness of these changes a study evaluated Department information on schools filing administrative appeals and court documents. The study found that, as of September 30, 1994, 250 schools had administrative appeals pending with the Department challenging the accuracy of their default rates. In the appeals the main issues under contention were that the Department had used erroneous data in the default rate calculation or that the Department had failed to follow the law

PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Attitudes; Blacks; Career Development; *College Faculty; Creativity; *Educational Attitudes; *Educational Change; Educational Policy; Equal Education; *Feminism; Foreign Countries; Higher Education; Political Attitudes; *Politics of Education; Professional Development; Research; Sex Bias; Sex Differences; Sexual Harassment; Social Attitudes; *Women Faculty
IDENTIFIERS- Faculty Attitudes; *Feminist Pedagogy; United Kingdom

This collection of 13 essays and 1 poem demonstrates how feminist analysis of the micropolitics of British higher education in terms of power, policies, discourses, curriculum, pedagogy, and intra- and interpersonal relationships provides a framework for deprivatizing women's experiences and influencing change. It includes: (1) "Troubling Transformations: Gender Regimes and Organizational Culture in the Academy" (Celia Davies and Penny Holloway); (2) "Black Women as the 'Other' in the Academy" (Naz Rassool); (3) "Irrigating the Sacred Grove: Stages of Gender Equity Development" (Barbara Brown Packer); (4) "In Our (New) Right Minds: The Hidden Curriculum of The Academy" (Debbie Epstein); (5) "Ivory Towers: Life in the Mind" (Mary Evans); (6) "Transgression and the Academy: Feminists and Institutionalization" (Val Walsh); (7) "'Out of the Blood and Spirit of Our Lives': The Place of the Body in Academic Feminism" (Tracey Potts and Janet Price); (8) "Measuring the Muse: Feminism, Creativity, and Career Development in Higher Education" (Louise Morley); (9) "The Good Witch: Advice to Women in Management" (Lesley Kerman); (10) "Black Women in Higher Education: Defining a Space/Finding a Place" (Heidi Safia Mirza); (11) "Taking Offence: Research as Resistance to Sexual Harassment in Academia" (Avril Butler and Mel Landells); (12) "Pain(t) for Healing: The Academic Conference and the Classed/Embodied Self" (Jo Stanley); (13) "My Mother's Voice? On Being 'A Native in Academia'" (Liz Stanley); and (14) "Grievance" (Dinah Dossor). Each essay contains a reference list. (MDM)

ED 385 204   HE 028 470

Fago, George C.
Evaluating Adviser Effectiveness.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; *College Students; Evaluation Methods; *Faculty Advisers; Higher Education; *Measures (Individuals); Questionnaires; Student Adjustment; *Student Attitudes; Test Reliability; *Test Validity
IDENTIFIERS- *Advising Effectiveness

This study examined the validity of an instrument designed to measure the effectiveness of faculty advisers to freshmen at a small, private, liberal arts college (approximately 1,100 students). The 19-question Advising Effectiveness Questionnaire (AEQ) was distributed to three successive freshman classes at the end of each academic year. Factor analysis indicated that the AEQ measured students' general level of satisfaction with the advising process and how they perceived the difficulty of their individual adjustment process independent of the advising process. The AEQ was also found to have a high level of reliability and strong face validity, which was further (almost 84%) thought they had adequate time to answer teacher questions, and almost 60% thought that lesson pacing was adequate. Instructional technologists and experts expressed both approval and some concerns about implementation. Educational technology may answer the questions of equity and access regarding education, particularly in remote areas of India. (SLD)

ED 385 224   IR 017 234

Bernauer, James A.
Integrating Technology into the Curriculum. First Year Evaluation.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attitude Change; Biology; Chemistry; Computer Networks; *Curriculum Development; *Deafness; *Educational Technology; English; Grade 10; Grade 12; Grants; High Schools; *High School Students; Inservice Teacher Education; *Integrated Activities; Interactive Video; Program Evaluation; Student Attitudes; Teacher Attitudes; Technological Advancement
IDENTIFIERS- *Western Pennsylvania School for the Deaf

A program for infusing technology into the high school curriculum was initiated with grant funds at the Western Pennsylvania School for the Deaf in 1993-94. The first year of the program focused on establishing an Interactive Technology Lab, assessing teachers' readiness for the integration of technology into the curriculum and the effects of this technology on teacher and student attitudes and student achievement. Attitudinal and achievement changes were assessed in two sophomore biology classes and one senior chemistry class. Interactive video and electronic networking were the technological areas highlighted as particularly useful for deaf students, whose English language skills may be weak. Evaluation results were generally positive in terms of measured student and teacher outcomes and extremely positive in terms of the development of and capacity for delivering the technology-infused curriculum. The most important result may have been student enthusiasm for the technology. Eight tables present evaluation findings. (Contains 13 references.) (SLD)

ED 385 225   IR 017 235

Tushnet, Naida C.; Fleming-McCormick, Treseen
Equity Issues in the Star Schools Distance Learning Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Disadvantaged Youth; *Distance Education; Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; *Equal Education;

IDENTIFIERS- *Internet; Nebraska; *Telecomputing

This paper provides an overview of Nebraska's K-12 Internet Evaluation Project, undertaken cooperatively between the University of Nebraska at Omaha and the Nebraska Consortium of Educational Service Units. The purpose of the project is to document the implementation model and effectiveness of its K-12 telecomputing activities as they impact upon the classrooms and student of Nebraska. The design of the evaluation is that of an impact analysis with three primary types of data including: (1) teacher survey and interview data; (2) machine usage data; and (3) documented classroom uses. The evaluation process is both formative and comprehensive in nature, and includes research questions about the following: frequency and patterns of Internet usage by teachers and students after teacher Internet training, developments in the usage pattern, sharing of expertise, relationships between teacher characteristics and teacher Internet use, the impact on teacher roles, teacher attitudes about the impact of Internet usage on schools, and strengths and weaknesses for involving Internet in K-12 education. A 30-question survey was developed and incorporated into the training program; a total of 767 surveys were summarized for the initial 6 month reporting period. Implications from the first survey indicate that a variety of teachers are becoming involved; a wide variety of computer-background skills exist; expectations about technology use are low initially; teachers being trained have a "student involvement" philosophy; keyboarding skills are a potential problem; and cooperation among Nebraska institutions is high. (Contains 11 references.) (AEF)

ED 385 242   IR 017 254

CNN Newsroom Classroom Guides. July 1-31, 1995.
PUB DATE- Jul 95
NOTE- 71p.; There are no guides for July 3, 4, 13, and 19.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; CNN Newsroom

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of July provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) British Prime Minister John Major, trade and Tijuana, sports physics, and air pollutants (July 3-7); (2) ozone-eaters, U.S./Vietnam relations, Russian leaders, cultural history, specialty repair occupations, and marketing Vietnam (July 10-14); (3) disabilities and independence barriers, options in Bosnia, archaeological artifacts, drug and alcohol abuse statistics, genetic engineering, and perspectives on race-based admissions (July 17-21); (4) creating a home page, preparing for and hosting the Olympics, Chinese culture and history, racial classification, industry "clusters," Bosnia's "safe havens," ba[illegible]ward universe, origins of English, language of war, and newsmakers in Bosnia (July 24-28); and (5) technology for the physically challenged, and a tree census (July 31). (MAS)

ED 385 243   IR 017 255

population. The public library and its mission support lifelong learning through the acquisition and organization of materials, reference and information services, programming, and outreach. In order to provide effective service for older learners, the librarian should have a three-tiered knowledge base: (1) core knowledge of library and information science; (2) knowledge of public library service; and (3) knowledge for specialized library service to older adults. Due to weaknesses in the structures of formal education, continuing education, and dissemination mechanisms, there are gaps in the knowledge base that serves as the foundation for lifelong learning. Suggested areas of research include advocacy, structures and mechanisms for education and knowledge dissemination to service providers, and strategies and methods for planning and providing educational services to older learners. The approach to studying and planning lifelong learning opportunities should be multidisciplinary, stress continuity, underscore interrelatedness of all segments of the community, be inclusive, and emphasize access to information. Two appendices provide a statement of knowledge and skill expectations for entry level public librarians, and guidelines for library service to older adults. (Contains 15 references.) (MAS)

ED 385 260 IR 017 341

White, Barbara A.; Burnham, Byron
The Cooperative Extension System: A Facilitator of Access for Community-Based Education.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 34p.; One of eight commissioned papers presented at the conference "Public Libraries and Community-Based Education: Making the Connection for Life Long Learning." For the collected commissioned papers, see IR 017 333. For each commissioned paper separately analyzed, see IR 017 334-341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Extension Education; Information Technology; *Institutional Cooperation; Lifelong Learning
IDENTIFIERS- *Community Based Education; *Cooperative Extension Service

The Cooperative Extension System (CES) is a national model which demonstrates the cooperation, collaboration, and partnering among/between local community resources. It is a publicly funded, nonformal, lifelong educational system designed as a partnership between the U.S. Department of Agriculture (USDA) and the land-grant universities. The functions of each of the system's components are outlined. The CES's strategic planning effort, "Framing the Future: Strategic Framework for a System of Partnership," advocates a balance between institutional autonomy and system-wide leadership. CES core programs support the community-based issue concept and represent CES's major educational efforts. Connectivity and access are discussed in an examination of the National Information Infrastructure (NII), distance learning platforms, and the role of County Extension leadership. Several programs offer opportunities for collaboration and partnerships within the community provided by CES. (Contains nine references.) (MAS) collected 12 data items on each public library outlet and state library agency outlet; 11 identifying items on state library agencies, federations, systems, and cooperatives; and four data items on characteristics of the state data submission. (Author)

ED 385 279 IR 055 562

Matthews, Michael, Ed.; Brennan, Patricia, Ed.
Copyright, Public Policy, and the Scholarly Community.
PUB DATE- Jul 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Copyrights; *Fair Use (Copyrights); Higher Education; Information Networks; Intellectual Property; Legal Responsibility; *Public Policy; *Research Libraries; Scholarly Journals
IDENTIFIERS- *Academic Community; *Digital Libraries; Scholarly Writing; Texaco

At the May 1995 Membership Meeting of the Association of Research Libraries (ARL), a panel of experts offered four perspectives on strategies and public policy choices involved in defining the rights and responsibilities of copyright owners, users, and the libraries in the networked environment. These perspectives, and an additional paper originally delivered to the Association of American Publishers, are published together to stimulate and inform discussions within the scholarly community. Titles are: "Copyright, Public Policy, and Digital Libraries: Searching for First Principles" (Jerry D. Campbell); "Fair Use in an Electronic Age: A View from Scholars and Scholarly Societies" (Douglas C. Bennett); "Copyright, Libraries, and the Financial Viability of Scholarly Society Journals" (Catherine E. Rudder); "Coping with Copyright and Beyond: New Challenges as the Library Goes Digital" (Karen Hersey); and "Copyright Challenges for Libraries and Higher Education: The NII and the Texaco Decisions" (Kenneth D. Crews). Appendices contain: "American Geophysical Union, et al. v. Texaco Inc." (Sarah K. Wiant); "Intellectual Property: An Association of Research Libraries Statement of Principles"; and "Fair Use in the Electronic Age: Serving the Public Interest." (MAS)

ED 385 280 IR 055 563

Bollier, David
The Future of Community and Personal Identity in the Coming Electronic Culture. A Report of the Annual Aspen Institute Roundtable on Information Technology (3rd, Aspen, Colorado, August 18-21, 1994).
PUB DATE- 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Community Change; Community Characteristics; Computer Networks; *Family Environment; *Futures (of Society); Information Networks; *Information Technology; Public Policy
IDENTIFIERS- *Intermediaries

The 1994 Aspen Institute Roundtable on Information Technology began as a look at the changing nature of the home. In building scenarios of the "new home," the participants expressed many significant insights into issues of personal identity, community-building, and setting boundaries in our lives and

Craig, Annemieke; And Others
Confronting Issues of Gender in Information Technology in Australia.
PUB DATE- Aug 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Courses; Educational Objectives; *Females; Foreign Countries; Higher Education; *Sex Fairness; *Skill Development; Social Support Groups; *Universities
IDENTIFIERS- *Australia; *Computer Use; Gender Issues

This paper reports on strategies employed by Australian universities to provide support and encouragement for female students in the area of computing. National objectives were set to improve the balance of women in higher education courses, with an emphasis on research and higher degrees and non-traditional courses for female. A "Women in Computing" group was established to provide a peer to peer network for women in a traditionally male-dominated area. A synopsis of major projects and initiatives undertaken at eight universities to redress the gender imbalance is presented; the projects focus on encouraging females to develop the necessary skills to enroll in computing courses and decreasing female attrition. (Contains 21 references.) (AEF)

ED 385 299 JC 950 289

Lillibridge, Fred
Using a Simple Economic Impact Model To Document Value to Policy Makers.
PUB DATE- 29 May 95
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Community Colleges; Computer Software; *Economic Impact; *Economic Research; Models; Public Schools; *School Community Relationship; Two Year Colleges
IDENTIFIERS- New Mexico State University Alamogordo; *Ryan (G Jeremiah)

At the request of state legislature, the two-year branch campus of New Mexico State University at Alamogordo (NMSU-A) began using an economic impact model developed by the Eastern Association of College and University Business Officers (EACUBO) to document accountability. The EACUBO Model uses information about the institution and economic data from the local study area to produce countywide data for the college; statewide data for the college; and countywide results of economic impact. The model requires that two multipliers be selected: the first to estimate local college indirect impact; and an employment multiplier which reflects the number of jobs related to the institution. In summer 1993, NMSU-A utilized the EACUBO model to determine the economic impact on Otero county of NMSU-A and four other public educational systems. The total direct economic impact was calculated to be $24,521,994, while economic impact after adding the multiplier was calculated at $51,011,893. The total economic impact of NMSU-A was determined decisions on tenure, promotion, and dismissal. Despite the lack of clarity over the goals of evaluation and the most appropriate methodology, community college practitioners generally agree that evaluation is a necessary part of teaching and learning. The ideal system of evaluation would be a non-normative or criterion-referenced system that appraises faculty according to a set of professional standards and encourages professional development rather than discourages it. (KP)

ED 385 316 JC 950 385

McCarthy, J. Christopher
The Project for Adult College Education (PACE): Student Characteristics, Perceptions, and Writing Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; *Adult Education; *Adult Programs; Community Colleges; *Curriculum Design; Nontraditional Education; *Participant Satisfaction; *Program Effectiveness; Student Attitudes; Two Year Colleges; *Weekend Programs
IDENTIFIERS- ERIC Digests

The Project for Adult College Education (PACE) is a general education core curriculum designed for working adults. PACE students receive approximately half the classroom hours in each subject area that they would in a traditional classroom. The balance of time is devoted to viewing course-related instructional television and participating in weekend conference lectures or activities. The program was developed in the mid-1970's and was designed to take into account the barriers to higher education facing working adults. While some faculty view PACE as an easy way to earn a degree, supporters point to PACE's positive elements, such as writing-across-the-curriculum and the conferences which provide valuable learning experiences outside of the traditional lecture. Concerns about the viability of the PACE curriculum led to a spring 1993 survey of 291 PACE students at Los Angeles, California's Harbor College. Survey results indicated the following: (1) the PACE program had an older student body than traditional programs; (2) 94% of respondents intended to transfer, and over half had left college earlier but returned through PACE; (3) over 99% gave the program and quality of instruction passing grades, and 93% felt that the classroom time was adequate; (4) the highest rated aspects of the program included the condensed curriculum, evening and Saturday schedule, quality of instruction, faculty involvement, students' sense of belonging, and coursework focused on important issues; and (5) the element most often criticized was the currency of television programming. (KP)

ED 385 317 JC 950 386

Stone, Connie
"Grow Your Own Community College Leaders": How One College Did It. HCCS Leadership Training Institute.
PUB DATE- 24 Jul 95
NOTE- 19p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the

Richardson, John A.; And Others
Enrollment Report, Fall 1994.
PUB DATE- Dec 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Enrollment; Enrollment Rate; *Enrollment Trends; Full Time Equivalency; Full Time Students; Noncredit Courses; Part Time Students; School Demography; State Universities; *Student Characteristics; Two Year Colleges
IDENTIFIERS- Nevada; University and Community College System of Nevada

Comprised primarily of data tables, this report provides data on fall 1994 enrollment in the University and Community College System of Nevada (UCCSN), and includes longitudinal data from 1984. Data are provided on student full-time equivalent and headcount enrollments; community college headcount enrollment; full- and part-time status of students; and gender, ethnicity, and age of students. Report highlights include the following: (1) UCCSN enrolled 65,598 state-supported students, and an additional 18,223 students in self-supported programs such as continuing education, correspondence courses, community services, and contract education programs; (2) student FTE enrollment for fall 1994 was 36,088, representing a 1.3% increase in FTE enrollment over fall 1993 and a 69.2% increase over fall 1984; (3) systemwide, state-supported fall headcount enrollment increased by 61.5% from 1984 to 1994, an increase of nearly 25,000 students; (4) total enrollment in the system's four community colleges increased more than 63%, from 20,197 students in 1984 to 32,980 students in 1994; (5) the community college increase accounted for 51% of total enrollment growth in the UCCSN over this period; (6) the majority of fall 1994 UCCSN students were attending on a part-time basis, with only 33% of attending full-time; (7) at community colleges, 85% of the students were attending part-time, compared to 49% of university students; and (8) over half (56%) of the students attending UCCSN campuses in fall 1994 were women, and 75% were white. (BCY)

ED 385 335 JC 950 409

Faculty Workload Report, Fall 1994.
PUB DATE- Jan 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Community Colleges; Comparative Analysis; *Faculty Workload; Financial Exigency; *Full Time Faculty; Public Service; Scholarship; State Surveys; *Teacher Student Ratio; *Teaching Load; Two Year Colleges; Universities; Working Hours
IDENTIFIERS- *Nevada

In fall 1994, the University and Community College System of Nevada (UCCSN) undertook a survey of the total workload of all full-time instructional faculty employed during the semester. In the survey, faculty were asked to report the average amount of time per week they devoted to teaching, research, and service activities. Survey findings, based on a 99% response rate (n=1,242.4 full-time equivalent (FTE) faculty), included

DESCRIPTORS- *Adult Basic Education; *Adult Dropouts; *Adult Literacy; Agency Cooperation; At Risk Persons; Early Childhood Education; Early Intervention; Illiteracy; Literacy; *Literacy Education; Program Evaluation; *Young Children
IDENTIFIERS- Dorchester County Board of Education MD; *Even Start; *Family Literacy; Maryland (Dorchester County)

The Dorchester County Even Start Program follows the model for the National Even Start Program and provides an interdisciplinary approach planned to develop a supportive environment conducive to the improved literacy of parents and their children. Participant families of the Even Start Program must consist of at least one parent who is 16 years of age or older, has not completed high school, and has a child between the ages of birth and 7 years. An evaluation of the Dorchester County program compared data from: (1) participants in the local program; (2) all of the families participating in the Even Start Program nationwide; and (3) a comparison group consisting of residents who were eligible for the program but who did not participate. The purpose of the evaluation was to address the following questions or issues: (1) To what degree has the program met its objectives?; (2) To what extent has the program provided support or influenced families in ways beyond the specific objectives?; (3) To what degree has the program met its objectives as perceived by the participants; and (4) How is the program viewed by the human service and educational community? Evaluation of test scores, review of participant interviews and journals, and testimonies from staff members of other programs indicated that the Dorchester County Even Start Program has been successful. (SW)

ED 385 355 PS 023 346

Halford, Graeme S.; Dalton, Cherie
Performance on the Balance Scale by Two-Year Old Children.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Cognitive Development; Cognitive Tests; Concept Formation; Developmental Stages; *Perceptual Development; Preschool Children; Preschool Education; *Toddlers

Twenty-two children ranging in age from 2 to 3 years were tested on their abilities to apply weight and distance rules to the balance scale. This study was performed to test the prediction that 2-year-olds would be able to understand either a weight rule or a distance rule, but not be able to integrate the two. The sample group was instructed in the use of a simple beam balance with three pegs on each side. With a cut-out duck on one end of the beam and a cut-out rabbit on the other, the subjects were asked to predict which side of the beam would go down when the weights were placed or the pegs were moved. The results indicated that 2-year-olds can predict effects of both weights and distances on a beam balance where only one factor varies. When both factors vary, however, their performance is no better than chance. (Author/SW)

ED 385 356 PS 023 384

Reichenauer, Linda
Parent-Child Library Interactions: An Observational Study.

DESCRIPTORS- *Child Development; Cultural Influences; *Developmental Stages; Early Childhood Education; *Educational Attitudes; *Knowledge Base for Teaching; Outcomes of Education; *Teacher Education; Teacher Educators; Teaching Methods; Teaching Styles

IDENTIFIERS- Parenting Styles

This paper questions the widely held assumption that acquiring knowledge of child development is an essential part of teacher preparation and teaching competence, especially among teachers of young children. After discussing the influence of culture, parenting style, and teaching style on developmental expectations and outcomes, the paper asserts that conceptions of what is normal at any stage of development vary widely within and between cultures. The paper challenges the reliability and generalizability of any body of child development knowledge, arguing that even if teacher educators could agree that such knowledge is reliable and generalizable, it would be difficult for them to agree on what specific knowledge and principles should be incorporated into the teacher education curriculum. (Contains 16 references.) (MDM)

ED 385 375 PS 023 473

Mahe, Antoine; And Others
Skin Diseases in the Tropics.
PUB DATE- 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Child Health; Developing Nations; *Disease Control; *Diseases; Epidemiology; Family Health; Foreign Countries; Health Conditions; Hygiene; Public Health; Sanitary Facilities; Viruses

IDENTIFIERS- *Skin; Skin Infections; *Tropics

Common skin diseases are prevalent in tropical countries because of extreme weather conditions, mediocre hygiene, and lack of adequate treatment of infectious dermatoses. This guide describes the major endemic skin diseases and their signs for the purpose of helping unspecialized health agents train themselves and determine when a patient should be referred to a specialized health unit. The guide also helps increase awareness of individual and collective hygiene, and of clinical actions for major skin diseases. The guide lists the most frequent skin diseases, skin diseases of special interest, and major endemic diseases with dermatological signs. An anthropological approach to dermatology problems is suggested, and treatment guidelines and essential drugs are listed. Technical notes for scabies and for impetigo and impetiginization are included. Finally, a section of guidelines for home identification of diseases explains the health system and factors in the decision to seek health care in the tropics. (AP)

ED 385 376 PS 023 476

Wardle, Francis
Biracial Identity: An Ecological and Developmental Model.
PUB DATE- 92
NOTE- 21p.

integrating curriculum, personalizing instruction, and gathering and sharing resources; and (8) "Questions and Answers," addressing teachers' most commonly asked questions concerning the integrated approach. (BGC)

ED 385 393 PS 023 533

Ma, Baolan; Guo, Xiaoping
An Evaluation Study of Parent Schools in China. Action Research in Family and Early Childhood.
PUB DATE- Apr 95
NOTE- 37p.; Cover title has the following additional information: UNESCO Education Sector; Monograph No. 2/1995.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; Educational Legislation; Family Characteristics; Family Involvement; Family Role; Family School Relationship; Federal Government; Foreign Countries; Government Role; Mothers; *Parent Education; Parent Participation; Parent Role; *Parents as Teachers; *Parent School Relationship; Parent Teacher Cooperation
IDENTIFIERS- *China; Chinese People; *Parent Schools (China); UNESCO; World Summit for Children 1990

This UNESCO monograph reports a study of the history and current state of parent schools in China, focusing on successes and problems with the parent school system. Section 1 describes China's response to the World Summit for Children, and details the study's aims, which are: (1) to understand family life and its roles; (2) understand the role and position of women in the family; (3) to ascertain the level of family education; (4) to find the best means for combining family, school, and social education; and (5) to promote the development of China's parent schools. Sources of data included government documents, monographs, and investigative studies dealing with family education in China; discussions and interviews with experts in the field; and on-site investigations at a family education school in China. Section 2 describes the social background of family education in China, including China's long tradition of valuing family education. Section 3 details the policy base for the birth of China's parent schools. Section 4 gives major characteristics of parent schools in China, including: (1) purpose; (2) organization and operation; (3) scope and funding; (4) content and courses; and (5) links between parent schools and compulsory education, social groups, and women's education. Section 5 analyzes the level of effectiveness of China's parent schools. Section 6 discusses current problems in China's parent school system, giving suggestions for improvement. Section 7 concludes the study, crediting China's parent school system with significant achievements over the past 10 years while still asserting that existing problems should not be ignored. Contains 26 references. (BC)

ED 385 394 PS 023 540

Henry, Marilyn, Ed.
The 1994 National Survey of CDAs: A Research Report.
PUB DATE- Jul 95
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Child Caregivers; Child Development;

Four rural teachers are honored for their work in technology in the classroom. In the process of developing their programs, these teachers worked with students to integrate technology into the curriculum; inspired other teachers to be more intrigued by technology; and included the community, inviting their input and ideas. Portfolios in narrative form are presented detailing each teacher's educational background, teaching philosophy, and program. Patrick Rusiecki developed a project-based curriculum for his industrial arts classes. Using a computer-aided drafting program, his students (with town professionals) planned, designed, and built construction projects for the town. After encountering obstacles with E-mail, Carol Miller and her second-grade Maine students created a project in which they exchanged information via video and fax with second-grade students in Hawaii. Frances Lacinak brought National Geographic's KidsNet into her school. By collaborating on science projects with other classrooms around the country, as well as with actual scientists, the students learned scientific concepts while having fun. Janet A. Brown discovered the America Online Scrapbook USA Writing Project that links elementary school students and teachers nationally in designing and implementing writing projects on-line. She used this network to develop book discussion, essay writing, and conferencing across schools. (TD)

ED 385 412   RC 020 165

Panton, Karen L. M.; And Others
Evaluation of the Indian Education Technical Assistance Centers.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Agency Role; Alaska Natives; *American Indian Education; *Coordination; Educational Policy; Elementary Secondary Education; Federal Indian Relationship; *Federal Programs; Needs Assessment; *Program Effectiveness; Program Evaluation; Technical Assistance
IDENTIFIERS- *Office of Indian Education; *Technical Assistance Centers

Six Indian Education Technical Assistance Centers (IETACs) provide technical assistance to American Indian and Alaska Native education programs funded by Title V grants from the Office of Indian Education (OIE). This study examines the services provided by the IETACs and identifies factors that influence their effectiveness. Data were collected through: a review of reports, training materials, and other IETAC-related documents; a literature review; telephone interviews; site visits; interviews with OIE personnel; and a mail survey of more than 700 IETAC service recipients and potential service recipients around the country. Most service recipients of the IETACs find them accessible. responsive, and capable of meeting stated needs and requests. However, while the IETACs are meeting the expectations associated with their role, their role is rather limited in scope. Findings of this evaluation indicate that (1) there is little or no opportunity for sustained, long-term assistance; (2) the help that is requested, and therefore provided, is often geared toward addressing managerial and administrative concerns such as completing the grant application rather than the substance of educational programs; (3) the IETACs often assist individuals

NOTE- 20p.; The paper was commissioned by the SCASS Science Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; *Evaluation Research; Outcomes of Education; *Research Design; *Science Education
IDENTIFIERS- *Educational Indicators; *Opportunity to Learn

Recent calls for high standards and hard content for all students have brought a growing interest in Opportunity-To-Learn (OTL) measures. OTL indicators provide valuable information for anyone interested in knowing what instruction is like, whether it is equitably distributed, and whether it is improving over time. This paper describes an effort to develop OTL indicators for science education through a collaborative project of 14 states. The Council of Chief State School Officers is working with the State Collaborative on Assessment and Student Standards (SCASS) Science Project to develop innovative approaches to assessment in elementary and secondary science education. A project component of high interest and potential application for local educators is information on students' opportunity to learn the science, content, knowledge, and skills that are assessed. The SCASS member states anticipate using methods of collecting and reporting on opportunity to learn the science content in conjunction with science assessments. The paper discusses the approach to OTL data used in SCASS and some of the issues in designing OTL data collection instruments. The questionnaire is appended. (LZ)

ED 385 431 SE 056 410

Reat, Kay
Cooperative Learning Activities Related to Women Chemists and Physicists.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Cooperative Learning; *Females; *Physics; Science Activities; *Science Careers; Science Education; *Writing Assignments

This collection of activities related to women chemists and physicists is designed for use in cooperative groups of three students each. Each of eight activities consists of a written account of the career and life of an historical woman scientist and four writing activity suggestions. The writings from each group can then be organized into one publication that comprises a magazine about women chemists and physicists. The scientists profiled include Miriam the Jewess, Jane Haldimand Marcet, Dame Kathleen Lonsdale, Harriet Brooks, Fanny Cook Gates, Yulya Vsevolodovna Lermontova, Dr. Rachel Lloyd, Icie Macy Hoobler, and Mary Fieser. (LZ)

ED 385 432 SE 056 442

Boone, William J.
Undergraduates' (Non-Science Majors) Evaluations of Geology Labs.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco,

PUB DATE- 93
NOTE- 172p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Demography; Economics; *Environmental Education; Foreign Countries; Geographic Regions; *Geography; *Global Education; Higher Education; Human Geography; *Immigration; *Migration; Multicultural Education; Politics; Population Distribution; Secondary Education
IDENTIFIERS- *Australia

This resource kit examines immigration and population issues in Australia. Many organizations with an active interest in immigration policy are represented in the kit, giving students the opportunity to evaluate alternative positions and views. The kit reflects the Commonwealth Government's multicultural policies and the goals that underlie them, recognizing that immigration is about people, not just statistics. This kit is designed as an inquiry-based, multidisciplinary package comprised of eight "evidence files" or core topic areas, with photocopy sheets of source materials based on core topics. A wide variety of sources is presented for classroom use. The eight core topics covered include: (1) International population movement; (2) The history of immigration to Australia; (3) Australia's immigration policy; (4) The economics of immigration; (5) The social impact of immigration; (6) The demographic impact of immigration; (7) The environmental impact of immigration; and (8) The politics of immigration. A teacher's guide, which includes a bibliography of recommended background reading is provided. Intended for secondary teachers, the kit also can be used by teachers in higher education institutions to integrate with existing courses in History, Economics, Politics, Geography, Environmental Studies, and English. Community groups wishing to explore these issues will find this kit useful as well. (EH)

ED 385 451 SO 024 629

Williams, Brian Robert
Education with Its Eyes Open. A Biography of Dr. K. S. Cunningham.
PUB DATE- 94
NOTE- 406p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Comparative Education; *Educational Psychology; Educational Research; *Educational Researchers; Foreign Countries; Intelligence Tests; Psychological Evaluation; Psychological Studies; Psychological Testing; Social Sciences
IDENTIFIERS- *Australia; *Cunningham (Kenneth Stewart)

This book is a biography of Dr. K. S. Cunningham, founding director of the Australian Council for Educational Research. Cunningham is considered one of the most influential figures in the development of education, psychology, and the social sciences in Australia. The biography examines Cunningham's early family life, his educational experiences, and professional training. The book documents Cunningham's experiences studying in the United States and the impact it had on his career. Important issues in Australian education, such as the popularity of the psychological testing movement and its inherent controversies also are examined in this book. Educational researchers and psychologists as well as those studying comparative education will find this volume useful.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Course Organization; Curriculum Development; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Integrated Activities; *Integrated Curriculum; Intermediate Grades; *Social Studies

This book is a blueprint for integrating the elementary level curriculum around a social studies core. It describes 1 year in an integrated classroom. This volume offers a structure and purpose for integrating the curriculum. Included with the suggestions for curriculum integration are several samples and examples of student work that are the product of this curriculum. Following an introduction the chapters are: (1) Making Connections; (2) Setting Up for Success; (3) Implementing Integration; (4) Making it Meaningful; (5) Exploring Values and Points of View; (6) Activating Learning; (7) Making Teaching and Learning Challenging; and (8) Accenting Assessment. The book also provides an appendix which is a teacher's notebook that provides several ideas and resources for teaching social studies. (RJC)

ED 385 472 SO 025 088

Smith, Ralph A.
General Knowledge and Arts Education. An Interpretation of E. D. Hirsch's "Cultural Literacy."
PUB DATE- 94
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Education; *Art Education; *Cultural Literacy; Culture; Elementary Secondary Education; Fine Arts; General Education; Humanities; Humanities Instruction; Liberal Arts; Multicultural Education
IDENTIFIERS- *Hirsch (E D)

This volume explores the antecedents of E. D. Hirsch's concerns and discusses his ideas and their significance for an arts education curriculum. This book makes recommendations for a comprehensive, five-phase elementary level through secondary level curriculum, suggesting content for an intensive secondary level curriculum. The volume further addresses the tradition of general knowledge, the reception of Hirsch's "Cultural Literacy" by various groups, contextual knowledge, and multiculturalism. A plan to promote more culturally literate teachers of art concludes the volume. (RJC)

ED 385 473 SO 025 089

Kleinfeld, Judith S., Ed.; Yerian, Suzanne, Ed.
Gender Tales: Tensions in the Schools.
PUB DATE- 95
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Civil Rights; Educational Discrimination; Elementary Secondary Education; *Equal Education; Females; *Feminism; *Justice; Preservice Teacher Education; Sex; *Sex Bias; Sex Differences; Sex Discrimination; Sex Stereotypes; *Teacher Education; *Womens Education

17 references.) (ND)

ED 385 493 SP 036 112

Coldron, John; Smith, Robin
Teaching as an Amalgam of Discourses and the Consequent Need for Appropriate Modes of Reflection.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discrimination Learning; Elementary Secondary Education; Equal Education; Foreign Countries; Higher Education; Instruction; Moral Issues; *Preservice Teacher Education; *Reflective Teaching; *Teacher Attitudes; *Teacher Effectiveness; Teacher Student Relationship; *Teaching (Occupation); Teaching Models; Teaching Styles; Theory Practice Relationship
IDENTIFIERS- England; Reflective Awareness; *Reflective Practice; *Teacher Thinking

This paper explores the concept of reflection and reflective practice in teacher education. Teaching is a complex achievement that brings together a number of conceptual, practical, and physical resources in an individual's professional practice. Achievement in teaching is an amalgam of at least four different discourses--science, craft, art, and social/moral activity; success and development in teaching depend on forms of reflection specific to those discourses. To illustrate this conceptual approach, the TENET project, an attempt in preservice training to develop reflection on the promotion of equality of opportunity in the classroom is described. The paper concludes with five principles for teacher education: (1) give students tasks that require them to reflect on important findings of educational research, assess the quality of evidence offered for claims concerning education, and understand how to gain and use evidence about their own and others' practice; (2) let students become apprentices to experienced teachers, and practice their craft with appropriate feedback and reflection built into the experience; (3) facilitate the appreciation of personal style in teaching, provide help to develop a language of critical appreciation, and give students opportunities to compare their approach with that of their peers and experienced teachers; (4) ensure that radical moral reflection is legitimated explicitly and structurally, facilitate peer discussion of moral issues, and provide opportunities for cognitive, experiential, affective, and practical exploration of moral issues; and (5) provide explicit, well informed, strongly argued views of the moral responsibilities of teachers. (Contains 28 references.) (ND)

ED 385 494 SP 036 115

Riordan, G. P.
Teachers' Perceptions of Collaboration and Clinical Supervision.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English

Student Teachers; Student Teacher Supervisors; *Student Teaching; *Teacher Supervision

This is the second in a series of four books presenting a variety of field experience program models and philosophies that drive the programs provided to preservice teachers during their undergraduate teacher preparation. This publication addresses the operational aspects of a successfully functioning field experience program and office. The processes, components, and people making successful field experiences occur in teacher education programs are described and explained in relationship to their function in the overall program. Following an introduction by Gloria Appelt Slick, the book is divided into 10 chapters: (1) "Qualifications and Responsibilities of the Field Experience Director" (Gloria Appelt Slick); (2) "Organizing and Managing Field Experience Programs" (Charles E. Jaquith); (3) "Placing Students in Field Experiences (Edward M. Vertuno); (4) "Displacing Student Teachers: The Need for Policies" (Jan Cross); (5) "Effective Public Relations with Schools" (Joy Millar); (6) "Managing the Field Experience Office and Faculty" (Martha M. Mobley); (7) "Postbaccalaureate Field Experiences" (Dale L. Lange); (8) "State Department Requirements for Student Teaching" (Beverly J. Irby and Genevieve Brown); (9) "Creating the Student Teaching Handbook" (Gloria Appelt Slick); (10) "Bits and Pieces: Everything Else You Wanted To Know about Operating Field Experience Programs" (Kenneth Burrett and Gloria Appelt Slick). Each chapter contains references. (ND)

ED 385 511   SP 036 132

Slick, Gloria Appelt, Ed.
Making the Difference for Teachers: The Field Experience in Actual Practice.
PUB DATE- 95
NOTE- 177p.; For related documents, see SP 036 130-133.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Attitudes; *Beginning Teacher Induction; Cooperating Teachers; Elementary Secondary Education; *Field Experience Programs; Higher Education; Mentors; Practicums; Practicum Supervision; Preservice Teacher Education; Student Experience; Student Teacher Attitudes; Student Teachers; *Student Teacher Supervisors; Student Teaching; Teacher Qualifications; *Teacher Supervision; Teaching Experience

This is the third in a series of four books presenting a variety of field experience program models and philosophies that drive the programs provided to preservice teachers during their undergraduate teacher preparation. This publication explores the internal workings of the relationships and events that have an impact on all the persons involved during field experiences. Several chapters deal with the unique roles and responsibilities that professionals from both the university and the public schools must assume. Following an introduction by Gloria Appelt Slick, the book is divided into 11 chapters: (1) "Preparing Invitational Teachers for Next-Century Schools" (William Watson Purkey); (2) "Supervising Student Teachers: A New Paradigm" (Marvin A. Henry); (3) "Assimilating the Culture of Teaching: The Student Teaching Experience" (Patricia T.

interviewing 22 students to gather their perspectives and student writing from throughout the year. The remaining sections describe the format and goal of the proposed discussion and contain three extracts from the journal. The presentation/interview is intended to use the data and the presence of the self-study participant to explore the possibilities associated with the introduction of data for analysis through public discussion. The attenders at the presentation were expected to become actively involved in discussion and study of the data, possibly creating new forms of knowledge in the process. Table 1 lists the 24 theme statements. Contains eight references. (JB)

ED 385 528   SP 036 151

Wineburg, Mona S.
The Process of Peer Coaching in the Implementation of Cooperative Learning Structures.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; *Cooperative Learning; Educational Change; Elementary School Teachers; *Faculty Development; *Inservice Teacher Education; Intermediate Grades; Junior High Schools; Middle Schools; *Peer Influence; Peer Teaching; Program Implementation; Qualitative Research; *Teacher Improvement
IDENTIFIERS- *Peer Coaching

Twenty-two elementary and middle school teachers were studied over the course of a school year as they implemented cooperative learning structures in their classrooms. Twelve of the teachers did peer coaching and 10 did not. The teachers participated in 2 days of staff development to learn six specific cooperative structures and to learn and practice a method of peer coaching. Qualitative data-gathering and analysis methods were used. Content analysis of both oral and written discourses investigated the process of peer coaching in the implementation of cooperative learning structures. Results indicated that the process of peer coaching did affect the implementation of cooperative learning structures. Peer coaching appeared to encourage teachers to reflect on their teaching, to take risks, and to change. Of the teachers who participated in the original staff development on cooperative learning, only eight used the new structures at a level of use which focused on the students rather than on the teacher; all of these teachers had participated in the peer coaching, indicating that the coaching process facilitated the successful transfer of a new strategy from the workshop environment to the classroom. (Contains 31 references.) (JB)

ED 385 529   SP 036 152

Smagorinsky, Peter; Whiting, Melissa E.
How Teachers Get Taught: Five Models for Teaching the Secondary English Methods Class.
PUB DATE- 18 Nov 94
NOTE- 37p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Orlando, FL, November 18, 1994).
LANGUAGE- English

(Author/SLD)

ED 385 548 TM 023 964

Zwick, Rebecca; And Others
A Simulation Study of Methods for Assessing Differential Item Functioning in Computer-Adaptive Tests.
PUB DATE- Feb 93
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Correlation; Error of Measurement; *Estimation (Mathematics); *Item Bias; Item Response Theory; Pretests Posttests; Simulation; *Test Items
IDENTIFIERS- *Mantel Haenszel Procedure; *Standardization; Three Parameter Model

Simulated data were used to investigate the performance of modified versions of the Mantel-Haenszel and standardization methods of differential item functioning (DIF) analysis in computer-adaptive tests (CATs). Each "examinee" received 25 items out of a 75-item pool. A three-parameter logistic item response model was assumed, and examinees were matched on expected true scores based on their CAT responses and on estimated item parameters. Both DIF methods performed well. The CAT-based DIF statistics were highly correlated with DIF statistics based on nonadaptive administration of all 75 pool items and with the true magnitudes of DIF in the simulation. DIF methods were also investigated for "pretest items," for which item parameter estimates were assumed to be unavailable. The pretest DIF statistics were generally well-behaved and also had high correlations with the true DIF. The pretest DIF measures, however, tended to be slightly smaller in magnitude than their CAT-based counterparts. Also, in the case of the Mantel-Haenszel approach, the pretest DIF statistics tended to have somewhat larger standard errors than the CAT-DIF statistics. Appendix A contains 10 supplementary tables; and Appendixes B, C, and D present additional information about the expected table estimator. Twenty-two tables in Appendix D present analysis results. (Contains 24 references.) (Author/SLD)

ED 385 549 TM 023 965

Mislevy, Robert J.
Probability-Based Inference in Cognitive Diagnosis.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Feb 94
NOTE- 60p.; Paper presented at the Office of Naval Research Contractors Conference (Iowa City, IA, May 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bayesian Statistics; Cognitive Processes; Cognitive Psychology; *Educational Diagnosis; *Inferences; Knowledge Level; *Learning; Models; Networks; *Probability; Subtraction

Recent developments in cognitive psychology suggest models for knowledge and learning that often fall outside the realm of standard test theory. This paper concerns probability-based inference in terms of such models. The essential idea is to define a space of "student models"--simplified characterizations of students' knowledge, skill, or strategies,

NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *English (Second Language); *Equated Scores; *Evaluation Methods; Test Format; *Test Use
IDENTIFIERS- *Anchor Tests; Appropriateness Measurement; Equipercentile Equating; Essay Topics; Linear Equating Method; *Test of English as a Foreign Language; Test of Written English; Writing Prompts

The feasibility of using linear and equipercentile equating methods (W. H. Angoff, 1984) to equate forms of the Test of Written English (TWE) by using the Test of English as a Foreign Language (TOEFL) as an anchor was explored. These two equating methods assume that either the TOEFL test and TWE test measure the same skills or that the examinee groups across TWE administrations are equivalent in skills. The differences between equated and observed scores (equating residuals) and differences among the mean equated scores for examinee groups were further examined in terms of characteristics of the TWE topics. An evaluation of the assumptions underlying the equating methods suggests that the TOEFL and TWE tests do not measure the same skills and that examinee groups are often dissimilar in skills. Therefore, use of the TOEFL test as an anchor to equate the TWE tests does not appear appropriate. An alternative equating model based on expert judgment during pretest evaluation of potential essay prompts is recommended for future investigation. Eleven tables present study data, and an appendix provides information about the sample. (Contains 14 references.) (Author/SLD)

ED 385 569 TM 024 007

Hale, Gordon A.
Effects of Amount of Time Allowed on the Test of Written English.
PUB DATE- Jun 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; English; *Essay Tests; Higher Education; Language Proficiency; Limited English Speaking; Scores; *Student Attitudes; Testing; *Test Results; *Timed Tests; Time Management
IDENTIFIERS- *Test of Written English

This study examined students' essay performance on topics from the Test of Written English (TWE) under time limits of 30 minutes, as currently administered, and 45 minutes. In the main groups of the study, each student wrote an essay on one topic under the current time limit and on another under the 45-minute time limit. A total of 820 intensive English and academic international students participated. The correlation between scores for the time conditions was relatively high and approached the parallel-form reliability of the task, as determined by data from students who wrote essays on different topics under the same time limits. The provision of additional time apparently had little effect on the standings of the students in relation to each other. Mean scores on the TWE were about one-fourth to one-third point higher for the 45-minute condition, indicating a modest but reliable increase in scores. The magnitude of the effect was roughly comparable for students of low and high ability. Students regarded 45 minutes as more sufficient for accomplishing the task than 30 minutes. Practical implications are discussed. Appendixes contain the selectivity, and Ph.D. productivity) and undergraduate grade point average (GPA) generally had stronger and more pervasive relationships with test performance than did the examinees' initial characteristics, not only by mediating the associations of the examinees' initial characteristics with test performance but also by making independent contributions in their own right. The associations were especially strong for school quality (e.g., a composite of public vs. private control, selectivity, and Ph.D. productivity), college major, and undergraduate GPA. Five tables and three figures illustrate the analysis. (Contains 38 references.) (Author/SLD)

ED 385 590 TM 024 035

Muraki, Eiji
RESGEN Item Response Generator. 1990 Version 1.01.
PUB DATE- Jan 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; Computer Software Development; *Item Response Theory; Models; *Sampling; *Simulation; Statistical Distributions
IDENTIFIERS- Dichotomous Variables; Graded Response Model; Partial Credit Model; Polytomous Variables; *RESGEN Computer Program

RESGEN is a computer program designed to generate simulated latent trait distributions and then dichotomous or polytomous item responses based on item response models. The latent trait distributions can be univariate or multivariate normal, log-normal, uniform, or gamma. The item response models utilized in this program may have characteristics from one or more of the following: (1) one-, two-, or three-parameter model; (2) logistic or normal ogive model; (3) unidimensional or multidimensional model; (4) dichotomous or polytomous model; and (5) graded response or partial credit model. The RESGEN program is also capable of simulating realistic testing situations by employing multiple matrix sampling designs, including multiple blocks, multiple subtests (booklets), multiple groups, multiple latent trait dimensions, and multiple sampling units. An example illustrates the use of the program. (Author/SLD)

ED 385 591 TM 024 036

Stocking, Martha L.; And Others
Automated Item Selection Using Item Response Theory.
PUB DATE- Feb 91
NOTE- 36p.; Part of this paper was presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; *Automation; *Computer Selection; *Heuristics; Interaction; Item Banks; *Item Response Theory; *Test Construction; Test Items

This paper presents a new heuristic approach to interactive test assembly that is called the successive item replacement algorithm. This approach builds on the work of W. J. van der Linden (1987) and W. J. van der Linden and E. Boekkooi-Timminga

ED 385 611 TM 024 541

Cost of a National Examination. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.; Summarizes "Student Testing: Current Extent and Expenditures, with Cost Estimates for a National Examination" by the U.S. General Accounting Office, GAO/PEMD 93-8.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cost Estimates; Elementary Secondary Education; Multiple Choice Tests; *National Competency Tests; National Norms; National Surveys; *School Districts; *Standardized Tests; *Teacher Participation; Test Construction; *Test Use; Time Factors (Learning)
IDENTIFIERS- ERIC Digests; *Performance Based Evaluation

The House of Representatives Committee on Education and Labor asked the General Accounting Office (GAO) to look at school testing as it exists, to estimate its extent and cost, and to assess how a new national test might affect those factors. GAO gathered information from a variety of sources, including a 1991 survey with replies from 48 states and 74% of local districts in its national sample. U.S. students in 1991 did not appear to have been over tested, with systemwide testing taking up about 7 hours per year for an average student, half in testing and half in related activity. The overall cost in 1991 was estimated at $516 million, an estimated $15 per student. A future national test, whether a single performance-based test, a multiple-choice test, or tests for a decentralized system of clusters of states, would range from about $160 million for the first option to about $330 million after development costs for the cluster option with a performance-based test. However, there was significant opposition among respondents to the concept of a national examination system. The GAO believes that if the Congress wishes to mandate a national examination system, efforts should be made to involve local teachers and administrators, as well as to ensure the technical quality of the test. Four sources are listed for further reading. (SLD)

ED 385 612 TM 024 542

The Program Evaluation Standards. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Ethics; *Evaluation Methods; Evaluation Utilization; Professional Associations; Program Development; *Program Evaluation; Program Improvement; Standards
IDENTIFIERS- Accuracy; ERIC Digests; Standard Setting

"The Program Evaluation Standards," established by 16 professional associations, identify evaluation principles that should result in improved program evaluations that address utility, propriety, feasibility, and accuracy. This digest not until Dr. W. Mercer Cook was appointed professor of French at Howard University in the early 1940s that courses on the Negro in French and French Caribbean literature were introduced. Prior to that, HBCUs concentrated more on the classical curriculum of Latin and Greek language and literature. A 38-item bibliography of Master's theses in this area completed at Howard University is provided. A list of the Master's theses completed on the African diaspora over a 60-year period is included. (NAV)

ED 385 165 FL 023 181

Thompson, Lynn, Comp.
K-8 Foreign Language Assessment: A Bibliography.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 170p.; Developed by the National K-12 Foreign Language Resource Center.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Evaluation Methods; *Language Tests; Middle Schools; Second Language Instruction; *Second Language Learning; *Second Languages; *Student Evaluation

This annotated bibliography describes foreign language assessment instruments that are currently in use in elementary and middle schools across the country. The instruments featured are drawn from a wide variety of program models: FLES (foreign language in the elementary school); middle school sequential foreign language instruction; and immersion (total, two-way, and partial). With the growing emphasis across the country on assessment and standards, a need was seen for a comprehensive snapshot of foreign language assessment at the national, state, district, and local levels. This bibliography is one of the first products to result from the performance assessment initiative of the National K-12 Foreign Language Resource Center, a joint Federal, State, and private effort. The goal of the project was to identify how teachers assess K-8 foreign language students and to compile descriptions of instruments and techniques in use. Information on non-commercial material was gathered by telephone survey. Canadian sources are also included as it was found that such resources are in use in the United States. The bibliography is composed of assessment materials, selected resources, and selected commercially available language tests. Information listed includes current user, grade level, skills tested, cost, length, format, scoring method, and contact. (NAV)

ED 385 166 FL 023 183

Kavanagh, Bernard; Upton, Lynne
Creative Use of Texts. Pathfinder 21. A CILT Series for Language Teachers.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Creativity; Foreign Countries; French; Secondary Education; *Second Language Instruction; Text

by including defaulted loans that had not been properly serviced by lenders in the default rate calculations. Overall the study found that 1993 amendments have not eliminated abuses in the student loan program. Possible ways to address this concern include: (1) holding schools liable for the costs associated with defaults on loans that their students receive during the appeal process; and (2) making schools post a performance bond as a condition of filing an appeal. Appendixes contain scope and methodology and Federal Family Education Loan Program eligibility status of schools with default rates over the statutory thresholds (fiscal years 1991-94). (JB)

ED 385 185 HE 028 451

Algee, Alan
The Development, Implementation, and Evaluation of a Model for Teaching Intercultural Competency through the Content Areas at Faith School of Theology.
PUB DATE- Jun 95
NOTE- 356p.; Doctoral Research Project, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Church Related Colleges; College Programs; *Cross Cultural Training; Cultural Awareness; Cultural Education; Curriculum Design; *Demonstration Programs; Higher Education; Intercultural Programs; Models; *Multicultural Education; Student Development; *Theological Education
IDENTIFIERS- Faith School of Theology ME; Infusion

In light of the cross cultural understanding and communications skills likely to be demanded of those in evangelical Christian ministry working all over the world, this project developed, implemented, and evaluated a model for infusing intercultural competency (ICC) into a seminary curriculum at the Faith School of Theology in Maine. From a study of the literature, extant models, and the perceptions of consultants and participants, a 4-quadrant scheme for classifying 36 extant ICC models emerged and a 7-step curriculum infusion model was developed. The model contained four domains--cognitive, affective, behavioral, and organizational--and involved leadership, administration, and faculty in a comprehensive program to infuse ICC into all aspects of the seminary program. The project led to the following conclusions: (1) it was difficult to establish a clear theoretical basis for ICC due to the wide band of theories among interculturalists; (2) developing such a program requires support from the social sciences; (3) the most important ICC skills are adaptation, interaction, flexibility and internal integrity; (4) ICC is a developmental process and not easily reduced to a set of discrete skills isolated to a dedicated course. Appendixes contain additional information on the model and its development, materials for a workshop on the model, evaluation instruments, and input from multiple disciplines. (Contains over 250 references.) (JB)

ED 385 186 HE 028 452

Public University Program Review: Statewide Analyses. Corrected.
PUB DATE- 11 Jul 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility

supported by the results of an outcome assessment study which used the AEQ to track improvement in advising. The survey instrument is appended. (MDM)

ED 385 205 HE 028 472

Kirschner, P. A.; And Others
Practical Objectives at the Open University of the Netherlands.
PUB DATE- 89
NOTE- 36p.; For related documents, see ED 364 699, ED 364 671, and HE 028 474-478.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; *College Curriculum; College Faculty; College Instruction; Distance Education; Foreign Countries; Higher Education; *Open Universities; *Science Curriculum; Science Education; *Student Educational Objectives; *Student Evaluation; Undergraduate Study
IDENTIFIERS- Faculty Attitudes; *Open University (Netherlands); *Practical Tests; Ranking

This study sought to evaluate the goals and functions of practical tests designed for students in the natural sciences at the Open University of the Netherlands (OuN). Twelve OuN faculty were asked to rate the importance of 8 general learning objectives, 64 specific learning objectives, and 38 end-terms for undergraduate practicals in the natural sciences. As a result, the faculty were able to devise a new list of general objectives, specific objectives, and end-terms. The faculty showed a clear preference for the achievement of higher academic skills. Three appendixes provide average and normalized ratings of the specific objectives and end-terms, as well as the new classification of general and specific objectives. (Contains 27 references.) (MDM)

ED 385 206 HE 028 474

Kirschner, Paul; And Others
Learning Objectives for Practicals in Institutes of Higher Distance Education.
PUB DATE- 91
NOTE- 79p.; For related documents, see ED 364 669, ED 364 671, HE 028 472, and HE 028 475-478.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; *College Curriculum; College Faculty; College Instruction; *Distance Education; Foreign Countries; Higher Education; *Open Universities; *Science Curriculum; Science Education; *Student Educational Objectives; Student Evaluation; Undergraduate Study; *Universities
IDENTIFIERS- Faculty Attitudes; Open University (Netherlands); *Practical Tests; Ranking

This study sought to evaluate the goals and functions of practical tests for undergraduate students in the natural sciences in university distance education (DUE) programs in the Netherlands, and to compare the findings with results from similar research conducted in regard to science practicals at the Open University of the Netherlands (OuN) and traditional university-level education (UE). Fifteen faculty at DUE institutions were asked to rate the importance of 8 general learning objectives, 102 specific learning objectives among which were 64 specific learning objectives and 38 specific end-

High School Students; Interactive Video; Junior High School Students; Middle Schools; *Minority Groups; Needs Assessment; Poverty; Program Evaluation; Rural Areas; Student Characteristics; Supplementary Education; Urban Areas; Urban Youth
IDENTIFIERS- Middle School Students; *Star Schools

The Office of Educational Research and Improvement of the Department of Education has provided funding for four cycles of 2-year Star Schools distance learning projects. This report is based on the second-year findings of a congressionally mandated evaluation of the Star Schools initiative. The Star Schools program focuses on elementary and secondary school students and targets underserved populations through distance learning. Questions about equity have assumed major importance in the Star Schools program and are the focus of this report. The equity issue is approached by describing the characteristics of students at schools served in the 714 Star Schools. Information from observation, document review, and the Common Core of Data (CCD) indicate that few minority and poor high school students in urban areas received full courses in mathematics, science, and foreign languages through Star Schools. These students were more likely to receive supplementary Star Schools courses, while full courses were more common in rural areas where equity objectives were more likely to be met. The question of whether the distribution of Star Schools learning opportunities actually reflects educational needs requires further study. Three tables present study findings. (Contains 10 references.) (SLD)

ED 385 226 IR 017 236

Gay, Geri; Lentini, Marc
Communication Resource Use in a Networked Collaborative Design Environment.
PUB DATE- 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Design; *Engineering Education; *Group Activities; Higher Education; *Participative Decision Making

The purpose of this exploratory study was to examine student use of a prototype networked collaborative design environment to support or augment learning about engineering design. The theoretical framework is based primarily on Vygotsky's social construction of knowledge and the belief that collaboration and communication are critical components in the development of reasoning and learning. The specific goals of the research were to characterize design activities and practices and to examine the use of multiple communication resources to augment activities in a three-way group collaboration. Three groups of students were asked to solve an engineering design problem using a variety of materials, a prototype computer-supported cooperative work (CSCW) system, consisting of audio/video conferencing, chat box, draw tool, an interactive multimedia database of engineering information and a multimedia database of electronic textbooks. The groups were given tasks analogous to those of a main contractor and two subcontractors, but specific tasks were left ambiguous to force students to negotiate the boundaries of their tasks. Activities were

Cole, Lucy B.
Overcoming Computer Avoidance by Adult Educators: An Individualized Computer Instructional Course Designed To Reduce Computer Anxiety.
PUB DATE- 95
NOTE- 96p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Anxiety; Computer Attitudes; *Computer Literacy; Computer Uses in Education; *Individualized Instruction; Pretests Posttests; Surveys; *Teacher Attitudes; Teacher Education; Use Studies

This practicum was developed to help educators overcome their uncomfortableness when using a computer. Seven adult educators were avoiding using the computers purchased for them to use in their classroom with their students. These seven adult educators showed on a survey that they were very uncomfortable using computers and were unable to perform any of the 12 tasks listed on the survey. They were then enrolled in an individualized instructional course designed to reduce computer anxiety. The 12-week course was given individually to each tutor in a stress-free environment. Twelve tasks were taught at a pace dictated by the students themselves. A survey given at the completion of the course showed that all of the tutors were either comfortable or very comfortable using the computers, and all tutors mastered all 12 tasks. This research showed that students must conquer computer anxiety before they can begin to feel comfortable with computers. Students can overcome computer anxiety by training in the proper environment. Two figures and two tables illustrate data. Appendices provide the pre-course questionnaire, pre-course task checklist, pre-course computer comfort level survey, in-progress computer comfort level survey, post-course computer comfort level survey, pre-and post-class task survey, post-course task checklist, and computer software content inventory. (Contains 36 references.) (MAS)

ED 385 244 IR 017 257

From Desktop to Teraflop: Exploiting the U.S. Lead in High Performance Computing. NSF Blue Ribbon Panel on High Performance Computing.
PUB DATE- Aug 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computers; *Computer Science; Economic Progress; *Engineering; Futures (of Society); Investment; Research and Development; *Technological Advancement
IDENTIFIERS- Barriers to Change; *High Performance Computing; National Science Board; National Science Foundation; Supercomputers

This report addresses an opportunity to accelerate progress in virtually every branch of science and engineering concurrently, while also boosting the American economy as business firms also learn to exploit these new capabilities. The successful rapid advancement in both science and technology creates its own challenges, four of which are outlined here for the National Science Board. Four sets of interdependent recommendations are made in response to the challenges. The first implements a balanced pyramid of computing environments. Each element in the

ED 385 261 IR 055 494

Wang, Hongjie; Hong, Yan
Flaming: More Than a Necessary Evil for Academic Mailing Lists.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Mediated Communication; *Discussion Groups; Electronic Mail; Higher Education; Hostility; Information Networks
IDENTIFIERS- *Flaming (Computer Mediated Communication); Insults; Internet; Professional Communication; Scholarly Communication

Academic mailing lists are formed by scholars and professionals interested in intellectual discussion and professional exchange of ideas. Academic mailing lists focus on academic and scholarly subjects, but they are not immune from "flaming," hostile, insulting language in computer-mediated communication. Two scholarly mailing lists, ANTHRO-L and MEDLIB-L, were monitored to during 1994 and investigated for flaming. Three types of flaming were discovered in those professional groups: the personal attack (venomous remarks), taunting (sarcastic barbs), and didactic (admonishments, rebukes, reprimands). People flame when others violate the rules of Internet culture, when there is ethnocentrism (differences in values), and when people misunderstand each other. The following tips for understanding flaming are discussed: educate the ignorant; enforce the rules; facilitate effective communication; and reshape society. As a unique part of the Internet culture, however, flaming has a special role to play in academic mailing lists. Although a punitive measure, it educates the ignorant, polices cyberspace, brings order to the group, and scares away unwanted commercial advertising. Flaming also encourages clear writing and no-nonsense communication. (Contains 23 references.) (MAS)

ED 385 262 IR 055 527

Beyond Walls: A Strategic Plan for James White Library.
PUB DATE- Jan 95
NOTE- 126p.; Prepared by the James White Library Strategic Planning Committee.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Access to Information; Buildings; Facility Expansion; Financial Support; Higher Education; Information Dissemination; Information Sources; Information Technology; Library Collection Development; Library Facilities; *Library Planning; *Library Role; *Mission Statements; Needs Assessment; Printed Materials; Religious Cultural Groups; Space Utilization; Staff Development; *Strategic Planning
IDENTIFIERS- *Andrews University MI; Paradigm Shifts; Seventh Day Adventist Church

The strategic plan for the James White Library of Andrews University uses the phrase "beyond walls," rather than the catchphrase "library without walls," to acknowledge that printed matter is here to stay but that the paradigm in which it operates is open to innovation and exploration. The fundamental changes taking place in libraries will not eliminate the role of the library as a place for print environments. This report captures many of those insights and observations. It is intended to be a catalyst for readers to understand the consequences of the trends in communications and information technologies, to think more about these issues, and to consider appropriate new actions to take as individuals, as workers, and as citizens to have better lives and communities. The report first concentrates on the impact that electronic networks might have on the future of communities, geographical and virtual. A second major theme explored is that of changes in personal identity occasioned by electronic networking in both the physical spaces of home and geographical community, on the one hand, and the virtual communities called MUDs ("Multi-User Domain") and MOOs (MUDs using Object-Oriented computer code), on the other. A third area of focus is that of the changing nature of intermediaries in democratic societies. The areas of public policy that are ripe for review are described in the last section of the report. A paper entitled, "The New Intermediaries" (Charles M. Firestone), and a list of conference participants are appended. (MAS)

ED 385 281 IR 055 564

Entman, Robert M.; Firestone, Charles M.
Strategic Alliances and Telecommunications Policy. A Report of the Annual Aspen Institute Conference on Telecommunications Policy (9th, Aspen, Colorado, August 7-11, 1994).
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Futures (of Society); Government Role; *Institutional Cooperation; Integrated Services; *Public Policy; Strategic Planning; *Telecommunications

This conference explored the policy issues surrounding the growth of strategic alliances among telecommunications firms and explored the forces stimulating (and discouraging) alliances. It asked how alliances might affect public policy goals or create problems such as anticompetitive behavior or excess market power. It also explored how alliances might affect three markets: in telecommunications transmission and switching, customer premises equipment, and content. The conference was divided into three working groups paralleling these markets. Each produced a draft report analyzing issues arising out of strategic alliances in their areas and recommending possible policy solutions. A revised, integrated version of these reports form the main body of this report. After defining what is meant by "strategic alliances," and identifying underlying factors affecting companies' decisions to combine in different forms, public interest goals that these alliances might affect, both positively and negatively, are explored. The arsenal of tools that governments have to address these positive and negative traits, and the appropriate time to use them, are considered. An appendix lists conference participants. (MAS)

ED 385 282 IR 055 565

Sutton, Dave
So You're Going To Run a Library: A Library Management Primer.
PUB DATE- 95
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

to be $14,411,190, with students providing 72% of the impact. The total number of jobs created due to the 5 institutions was 1,154, with 372 of these resulting directly from NMSU-A. However, exclusions from the model of such factors as expansion of the credit base of local banks due to college-related deposits, expenditures by visitors, and state and local taxes paid by employees result in an underestimation of the actual economic impact. (Contains 10 references.) (Data tables are appended.) (KP)

ED 385 300 JC 950 290

Lillibridge, Fred; Beck, Larry
Are Students Who Complete Questionnaires Different from Students Who Don't?
PUB DATE- 29 May 95
NOTE- 49p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Comparative Analysis; Data Collection; Higher Education; Methods Research; Questionnaires; *Research Methodology; *Statistical Bias; *Student Characteristics; *Student Surveys; Two Year Colleges
IDENTIFIERS- New Mexico State University Alamogordo

In an effort to determine differences between students who respond to surveys and those who do not, New Mexico State University at Alamogordo (NMSU-A) undertook a study of students in fall 1992. Students were asked to complete an 18-item questionnaire while waiting in lines during registration. The 1,618 out of 2,114 (76.5%) students who completed the survey, completed registration, and attended classes were compared to the 496 (23.5%) of students who enrolled, attended classes but did not complete the survey. The study used data from the NMSU-A Student Information Files to determine characteristics of the two groups. Study results included the following: (1) while students in the 16-22 and 23-29 age groups were more likely not to complete the survey than was expected, the difference between other age groups was not significant; (2) no significant differences were found in ethnicity or enrollment status (i.e., continuing, readmitted, first-time, or transfer students) between responders and non-responders; (3) females were more likely to complete the survey than males; (4) full-time students and students taking between 6 and 12 credit hours were more likely to complete the survey; and (5) completers had a slightly higher grade point average (3.01) than those who did not (2.97). Study results suggest that students who respond to surveys may differ from those who do not and that researchers should exercise caution. (Contains 23 references.) (Twenty-two tables and the survey instrument are appended.) (KP)

ED 385 301 JC 950 354

Dillon, Timothy J.
Writing across the Curriculum Annual Report, 1994-95.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Community College and the Community College Leadership Program (7th, San Diego, CA, July 23-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Community Colleges; Conferences; *Inservice Education; *Institutes (Training Programs); *Leadership Training; Participant Satisfaction; Program Descriptions; *Program Development; *Staff Development; Supervisory Training; Two Year Colleges; Workshops
IDENTIFIERS- Houston Community College System TX

The Leadership Training Institute (LTI) at the College without Walls, in Houston, Texas, was created to provide information and training for individuals interested in growing professionally and to establish a structured program for preparing college employees to assume leadership roles in the Houston Community College System. Participants in the program attend monthly workshop sessions from 4 to 8 hours in length; are required to attend a leadership-related conference, seminar, or workshop that matches their interests; and complete an individual or team project. In the pilot class, 11 participants learned about budgeting, purchasing, facility management, hiring employees, conducting performance appraisals, policies and procedures, conflict management, and managing change. Workshop sessions were held off-campus at a local professional society office building and the total budget for the session was $3,491. A survey of the pilot class found that participants were very positive about the program, and felt that it had achieved its goals. A second session has been planned to include broad-based topics in higher education, such as demographics of a college population, serving the community, and partnerships with business, as well as a mentoring component. (Appendixes include a calendar of LTI session topics, sample projects and workshops for future sessions, the LTI budget, a developmental model for planning LTI sessions, a participant application form, and a program survey instrument.) (KP)

ED 385 318   JC 950 387

Strom, Mary L.
Iowa CASAS Pilot Project Reports: An Initial Evaluation of CASAS Effectiveness in Iowa's Adult Basic Education Programs.
PUB DATE- Sep 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adult Programs; *Basic Skills; Community Colleges; Competency Based Education; Pilot Projects; *Program Effectiveness; Program Evaluation; Remedial Instruction; State Programs; *Two Year Colleges
IDENTIFIERS- *Iowa; Iowa State Department of Education

In fall 1992, the Iowa Department of Education began pilot tests of the Comprehensive Adult Student Assessment System (CASAS), an assessment system evaluating reading, math, and problem solving in a life skills context for adult remedial programs. This document provides reports from the nine community colleges that served as test sites, describing the flexibility and feasibility of using CASAS in the state's adult basic skills instructional programs. Following a brief preface, individual reports are provided for Northeast Iowa Community College, the following: (1) all UCCSN faculty spent the majority of their time on teaching and teaching-related activities, with community college faculty spending 46 hours per week (78.6% of their time) and university faculty spending 35 hours per week (58.5% of their time); (2) community college faculty taught approximately 14 credit hours, approximately 5 courses, and 108 students per semester; (3) university faculty taught nearly 10 credit hours, approximately 4 courses, and 76 students per semester; (4) community college faculty reported spending an additional 5 hours per week on research/scholarship activities, 6 hours per week on internal service, and 1.5 hours on public service; (5) university faculty reported spending an additional 14.5 hours per week on research/scholarship, 7 hours per week on internal service, and 3 hours on public service; and (6) compared to a 1992 study, fewer numbers of FTE faculty taught more course and more students in 1994 than in 1992. (Data tables are included.) (BCY)

ED 385 336 JC 950 410

Brawer, Florence B.
Policies and Programs That Affect Transfer.
PUB DATE- 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Questionnaires; School Surveys; Student Surveys; Tables (Data); Transfer Policy; *Transfer Programs; Two Year Colleges

A study was conducted to examine the transfer rates of 395 community colleges participating in the 1993 Transfer Assembly to determine on the underlying causes behind different transfer rates. Of the states supplying information for the 1989 cohort, for example, seven had at least one college reporting a high (above 25%) and a low (below 15%) transfer rate. Site visits were arranged for 14 high and low colleges in California, Illinois, New York, Texas, and Washington. Three instruments were developed for the project: a General Interview Form, Faculty Survey; and Student Survey. Data gathered from these instruments and site visits revealed: (1) more students transfer when college administrators and faculty actively endorse and encourage it; (2) transfer is facilitated by clear articulation agreements, universities accepting feeder college courses more readily, and counseling; (3) articulation agreements are helpful but probably affect transfer rates only marginally; (4) common course numbering helps guarantee proper credit will be given for feeder college courses; (5) key personnel at high transfer rate institutions are more likely to assign transfer priority; (6) universities make transfer more difficult by not accepting specific courses, not allowing admissions to some degree programs, and not perceiving transfer students as adequately prepared; and (7) students who come from high schools with sufficient reading and math skills are more likely to transfer than those who require developmental courses. (Survey instruments are appended.) (KP)

ED 385 337 PS 022 599

Howes, Carollee; And Others
The Collaborative Construction of Pretend: Social Pretend Play Functions. SUNY Series, Children Play in Society.

PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Childrens Libraries; Early Childhood Education; Early Experience; Fathers; Foreign Countries; Mothers; *Parent Child Relationship; *Parent Participation; Parent Role; *Parents as Teachers; Public Libraries
IDENTIFIERS- Alberta (Edmonton); Emergent Literacy

Parent-child interactions in the public library were analyzed in an observational study. One hundred and twenty-one observations were made in the children's section of a public library, using an observational protocol to identify the adults accompanying children to the library and to tabulate parent-child behaviors during the library visit. Results indicated that, regardless of whether the child was accompanied by just the father or mother, or by both, the mothers displayed more interactive behavior with their children than the fathers. These findings suggest that early childhood educators and librarians need to continue their efforts to encourage parents, particularly fathers, to take an active interest in the early literacy experiences of their children. (Contains 13 references.) (Author/SW)

ED 385 357 PS 023 390

Stallings, Viola P.
Utilizing Mini-Training Sessions To Assist a Teacher in the Use of a Variety of Activities and Strategies To Address the Learning Styles and Modalities of Students in the Second-Grade Class.
PUB DATE- 94
NOTE- 163p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Change Strategies; *Cognitive Style; Computer Assisted Instruction; Educational Assessment; Educational Change; *Educational Technology; Grade 2; Mathematics Instruction; Primary Education; Program Development; *Student Attitudes; *Student Needs; Surveys; *Teacher Attitudes; *Teacher Effectiveness; Teacher Student Relationship; Writing Skills
IDENTIFIERS- IBM Corporation

This practicum was designed to assist the teacher in addressing the learning styles and modalities of students in a second-grade classroom. A learning style inventory was administered to the students, and two learning style inventories were administered to the teacher. Mini-training sessions were then developed on addressing learning styles by the researcher. The sessions were held with the teacher after school; class observation visits were held on the same days. Over the course of the training, the teacher began to address more of the students' learning styles and learning modalities. The improvement of the students, on their writing samples and in their math skills, were greater than anticipated. Changes in the teacher's technology attitudes were positive, and changes in students' attitudes, overall, were as predicted. (Nine appendices include copies of consent letters, samples of the technology attitude assessment surveys, hardware and software assessment data sheets, and samples of the newsletters sent to parents.) Contains 39 references. (AA)

ED 385 358 PS 023 396

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Children; *Ecological Factors; Family Relationship; Individual Differences; Models; Racial Attitudes; Racial Differences; *Racial Identification; *Self Concept; Self Esteem; Social Attitudes
IDENTIFIERS- *Biracial Children; Interracial Children

This paper advances a model to explain the development of a healthy biracial identity among biracial children and adolescents. This model integrates five ecological components: family, community, minority context, majority context, and group antagonism. At Stage 1, from age 3 through age 7, young children explore individual and racial differences, learn labels and emotional responses associated with various ethnic groups, and begin to pick up social norms and values. At Stage 2, during adolescence, biracial individuals begin to define who they are, how they feel about themselves, and how society views them. Successful completion of both stages depends on the impact and interaction of the five ecological factors. (Contains 42 references.) (MDM)

ED 385 377 PS 023 486

Elliott, Alison
Family Experiences of Transition from Child Care to School.
SPONS. AGENCY- Australian Inst. of Early Childhood Educators.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Behavior; Childhood Attitudes; *Childhood Needs; Day Care; Early Childhood Education; Foreign Countries; *Parent Attitudes; Parent Student Relationship; Parent Teacher Cooperation; Predictor Variables; Preschool Children; *School Readiness; *Student Adjustment
IDENTIFIERS- Australia

A study traced the experiences of Australian working families as their children started formal schooling. Each family faced the prospect of moving their child or children from the intimate environment of a child care center that operated from 8 a.m. to 6 p.m. to a large elementary school with a 9 a.m. to 3 p.m. school day. The study focused on: (1) children's experiences during the transition; (2) characteristics of preschool experiences that predict successful school adjustment, and (3) parents' experiences in planning, negotiating and managing the transition, and their management of family and work responsibilities. Children and parents were interviewed on two occasions during the transition period. Findings from interviews indicated that the transition was affected by the diversity of the working families, which provided no typical pattern of transition. In almost all cases, mothers assumed the major responsibility for managing the transition. Children found the transition to be a generally positive experience. They were excited about going to school and regarded school as the logical and natural next step after child care. Of major concern for parents was the lack of coordinated provision for formal out-of-school care, difficulty in finding and accessing what care was available, and a perception that the schools had little regard for working families. Families with two

Child Development Specialists; *Credentials; *Day Care; Early Childhood Education; Mail Surveys; Salaries; Teacher Qualifications; Work Attitudes
IDENTIFIERS- CDA; *CDA Credential; *Child Development Associate; National Association Educ of Young Children

Focusing on Child Development Associates (CDAs), this third national CDA report examines whether CDAs have benefited from the increased activity at the federal, state, and local levels to enhance the status of child care providers. The following questions were asked: (1) What changes or consistencies are there among CDAs?; (2) What has been the impact of certification on the careers of those who become credentialed?; (3) What impact has the professional development movement had on CDAs?; and (4) Do CDAs leave the child care field after obtaining their credential? The survey group studied was composed of 10 percent of the 25,000 CDAs credentialed from September 1989 to September 1993. Questionnaires were mailed requesting demographic, career status, and educational information. The 1994 instrument added four categories of information: salary at time CDA was obtained; current salary; college credits awarded for the CDA; and type of CDA training received. Based on the results, CDAs were profiled primarily as white, older than 30, fairly well-educated females who work with preschool age children as classroom teachers, who demonstrate a pattern of retention and commitment to child care careers. Over 95 percent remain in the field after receiving credentials, despite poor benefits, low salaries, and staff burnout. CDA-credentialed child care workers add skill and stability to the early childhood workforce. Based on the survey, the report recommends that credentialing be encouraged through program and policy supports. Support efforts should include: (1) making wages and benefits commensurate with credentials; (2) funding training supports for those seeking necessary degrees and credentials; and (3) supporting state mandates for trained staff and licensed child care, including increasing requirements for staff qualification by requiring the CDA or its equivalent. Appendices include the 1994 survey questionnaire, the 1988 and 1983 National CDA survey and results, along with a list of institutions which currently offer CDA credential training. Contains 18 references. (BGC)

ED 385 395 PS 023 545

Cote, Nathalie; And Others
Children's Use of Prior Knowledge and Experience in Making Sense of Informational Text.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For related paper, see ED 381 752.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Students; Grade 6; Intermediate Grades; *Metacognition; *Prior Learning; Protocol Analysis; Reading Comprehension; *Reading Processes; *Reading Strategies; Recall (Psychology); Reciprocal Teaching; Schemata (Cognition)

A study examined how elementary school children spontaneously construct meaning when reading informational text. In particular, the study explored: what kinds of knowledge they draw on and how they use it to help them understand what they read; and how does what they do influence what they recall. Twenty-nine 6th graders from two elementary schools in and projects in isolation from regular school programs; and (4) the current relationship between OIE and the IETACs does not include the mutual exchange of ideas and information that could lead to improvements in American Indian education. Sixteen approaches for improving U.S. Department of Education (ED) sponsored technical assistance are offered in the categories of roles and responsibilities, internal operations, relationships of IETACs with ED and OIE, and reorganization of technical assistance. Many of the suggestions are also relevant to ED-sponsored technical assistance providers for programs that serve other groups of students, including limited-English-proficient and migrant students. (TD)

ED 385 413 RC 020 180

Asbury, Jo Ann
The Changing Image of Appalachian Children's Literature.
PUB DATE- 95
NOTE- 12p.; Paper presented at the Annual Appalachian Studies Conference (18th, Morgantown, WV, March 17-19, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; *Childrens Literature; Cultural Awareness; *Cultural Relevance; Cultural Traits; Elementary Secondary Education; Information Sources; *Reading Material Selection; *Rural Areas; Rural Education; Stereotypes; Values
IDENTIFIERS- Appalachia; *Appalachian Culture; *Appalachian Literature

This paper stresses the importance of Appalachian children being exposed to literature that reflects their way of life and values. The author, who grew up in Appalachia, discusses her difficulties in learning to read because of a lack of literature that related to her way of life. The paper presents an overview of literature that accurately portrays characteristics of Appalachian people including strong religious beliefs; individualism, self-reliance, and pride; neighborliness and hospitality; a strong sense of family; personalism; love of place; modesty; sense of beauty; sense of humor; and a strong sense of patriotism. One method for introducing students to Appalachian literature is to invite regional writers into the classroom for talks or a reading. In addition, there are many resources available to teachers to help them appreciate and understand Appalachian culture and locate Appalachian materials. This paper suggests that appropriate literature can help Appalachian children identify with their culture and help dispel stereotypes of Appalachians among children outside the region. Includes a list of authors of Appalachian books appropriate for elementary and secondary students. (LP)

ED 385 414 RC 020 186

Velasquez, Gloria
Juanita Fights the School Board.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 94
NOTE- 149p.; Funding also received from the Lila Wallace/Reader's Digest Fund.
LANGUAGE- English

CA, April 21-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Earth Science; *Geology; Higher Education; Instructional Material Evaluation; *Nonmajors; *Relevance (Education); Science Education; *Science Laboratories; *Student Attitudes; Student Surveys; Undergraduate Study

At many colleges and universities undergraduates pursuing nonscience majors complete introductory science courses which are structured to provide a broad overview of the field. Commonly such courses include large lecture sections which meet twice a week, and small lab sections that are held once a week. A survey was developed to evaluate the attitudes of non-major undergraduates towards geology labs at a large state university. The survey required students to rate 13 different labs using 9 different criteria. A probabilistic multifaceted model was used to evaluate the data. In general, a number of patterns became apparent when the ordering and spacing of labs and rating criteria were reviewed. Review of the lab materials supplied to the students suggests that those labs which had the greatest number of connections to topics students were familiar with, were the highest rated labs. The other most highly rated lab involved evaluating the jaws and teeth of different animals, and developing connections between what is observed in present day humans and animals. The results imply that some application must be injected into the labs so that the activities are viewed as relevant, regardless of a student's major. Contains 23 references. (LZ)

ED 385 433 SE 056 482

The Visiting Professorships for Women Program: Lowering the Hurdles for Women in Science and Engineering. NSF Summary and Comments.
PUB DATE- Apr 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Development; *College Faculty; Engineering Education; *Equal Education; *Females; Higher Education; National Programs; *Professional Development; Program Effectiveness; Program Evaluation; *Science Careers; Science Education
IDENTIFIERS- National Science Foundation

The Visiting Professorship for Women (VPW) program was initiated by the National Science Foundation (NSF) in 1982 to address the under representation of women in science. This summary which draws on a study completed in 1993 considers the effects of the VPW program and the nature of the participants. Both strengths and limitations of the existing program are highlighted. The study employed both quantitative and qualitative methods, using surveys with closed- and open-ended items. Responses to the open-ended items were extensively analyzed through the "Ethnograph" computer program to yield a set of qualitative data for analysis. Short case studies were conducted with eight of the awardees to confirm the findings and add richness to the study. The study focused on the 233 women receiving VPW awards between 1982 and 1990. The findings address profiles of participants, career barriers and facilitators, experiences of participants, and program impacts. Using traditional indicators of academic promotion and generation of publications, the VPW

(RJC)

ED 385 452 SO 024 630

Stomfay-Stitz, Aline M.
Peace Education in America, 1828-1990. Sourcebook for Education and Research.
PUB DATE- 93
NOTE- 469p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographic Records; Curriculum Research; Elementary Secondary Education; Foundations of Education; Higher Education; International Cooperation; International Relations; Library Materials; Peace; *Reference Materials; Religion Studies; Research Tools; Resource Centers; Resources; Social Sciences; Teacher Education; Teacher Education Curriculum; United States History
IDENTIFIERS- *Peace Education

This volume chronicles peace education in the United States. The book presents a historical narrative of the curriculum, writings, and contributions of numerous individuals in education, religion, and related fields who have been involved for almost two centuries in attempts, largely unsuccessful, to introduce teaching about peace in U.S. schools. The people include educators, humanitarians, and reformers, such as Horace Mann, John Dewey, Fannie Fern Andrews, Edwin D. and Lucia Ames Mead, Jane Addams, Mortimer Adler, Albert Einstein, and Robert Havighurst, among others. The book provides over 700 citations with photographs, an extensive bibliography, and a resource directory. (RJC)

ED 385 453 SO 024 712

Prescott, Stephanie, Ed.; And Others
Principles of American Democracy. Course Models for the History-Social Science Framework, Grade 12.
PUB DATE- 94
NOTE- 311p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; *Federal Government; Governmental Structure; Grade 12; High Schools; *History Instruction; *Political Science; Secondary School Curriculum; Social Sciences; State Curriculum Guides; State Government; Teaching Guides; Teaching Methods; *United States History
IDENTIFIERS- *California; California History Social Science Framework (1988)

This resource document is designed to assist teachers in implementing the "History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve." The purpose of these models is to support implementation of the "Framework" at the local level. In addition to serving as a resource for teachers and other developers of curricula, the models may be used to plan topics and select resources for professional development. Course models represent a step between the Framework's course descriptions and lesson plans with the course and six unit titles in the course models matching those in the Framework. Unit 1 focuses on "The Constitution and the Bill of Rights." Unit 2 highlights "The Courts and the Governmental Process." Unit 3 examines "Our

This casebook is intended to supplement textbooks and readings that present theory and research findings on gender equity. Many of these cases originated in real classroom settings and are intended for use with preservice teachers. Part 1, "The Meaning of Gender Equality in the Schools," contains: "'Girlspeak' and "Boyspeak': Gender Differences in Classroom Discussion" (Brenda Weikel); "A Rare Commodity" (Joan Skolnick); "The Teacher Who Knew Too Much" (Deborah Reynolds); "Jane, the Reluctant Mathlete" (Suzanne Yerian); "Her Work is Not Scholarly!" (Selma Wassermann); "Girls on the Wrestling Team: A Community Fight" (Judith S. Kleinfeld); and "The Venerable Tradition of Separate-Sex Schooling" (Judith S. Kleinfeld). Part 2, "Increasing Achievement among Young Women," contains: "The Square Parachute: Science in Gender-mixed Groups" (Gender Equity Project Teachers); "Burn Schools to the Ground" (Betty McKinny); "Tough Anna" (Brenda Weikel; Suzanne Yerian); "Diane News: The Choice" (from "Case Studies for Teacher Problem Solving); "Opening Pandora's Box: The Mystery behind an 'Ideal Student'" (from "Diversity in the Classroom"); "Going to the Oracle: Susan Consults the 'Big Feminist'" (Rachel Kleinfeld); and "You'll Be Washing Dishes" (Suzanne Yerian; Brenda Weikel). Part 3, "Establishing Professional Standing for Female Teachers," contains: "Diane Gender, Culture, and a Crisis of Classroom Control" (Joan Skolnick); "Patsy: The Hunt for the Golden Egg" (Gender Equity, Project Teachers); "The Day the Heat Went On" (Abby Hansen); and "The Alliance" (Gender Equity Project Teachers). Part 4, "Sexual Harassment in the Schools," includes: "The Boys on the Bus: Bad Language or Sexual Harassment?" (Judith S. Kleinfeld); "Lisa's Complaint" (Edward Miller); "When Good Intentions Aren't Enough" (Samuel S. Wineburg); and "Who is the Victim?" (Traci Bliss). Part 5, "Sexual Slurs, Sexual Stereotyping, and the Marketplace of Ideas," contains: "'T' is for T-shirt...and Take it to Court" (Paris Finley); "Jockeying for Position: The Battle over Classroom Speech (Ian Macrell); "The Girls at Central--They Sure Got Nice Behinds" (John Martin); and "March in Minneapolis" (Pat Hutchings). (EH)

ED 385 474 SO 025 093

Wolfe, George
3-D Wizardry: Design in Papier-Mache, Plaster, and Foam.
PUB DATE- 95
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Education; *Art Materials; Art Products; Elementary Secondary Education; Higher Education; *Paper (Material); *Plastics; *Sculpture
IDENTIFIERS- Foam; Papier Mache; Plasters

Papier-mache, plaster, and foam are inexpensive and versatile media for 3-dimensional classroom and studio art experiences. They can be used equally well by elementary, high school, or college students. Each medium has its own characteristic. Papier-mache is pliable but dries into a hard, firm surface that can be waterproofed. Plaster can be carved, draped, or cast from a mold before drying rigid. Foam comes in rigid and pliable forms. Each medium allows for experimentation with sculptural problems. Divided into two parts, part 1: "Materials of the Trade" presents: chapter 1 "Papier-Mache"; chapter 2, "Plaster"; and chapter 3, "Foam." Each medium is introduced by

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *Clinical Supervision (of Teachers); Cooperative Planning; *Educational Cooperation; Elementary Education; *Faculty Development; Foreign Countries; Participative Decision Making; *Partnerships in Education; *Teacher Administrator Relationship; Teacher Supervision; Teaching Experience; Teaching Methods; *Team Teaching
IDENTIFIERS- Canada; *Collaborative Teaching

This paper reports on a study of teachers involved in a collaborative model of clinical supervision. Study participants were interviewed in order to ascertain their perceptions of their collaborative relationship and the focus and effect of their collaboration. The study found that the most effective collaborations were characterized by relationships that were mutually rewarding, equally valued, and based on similar and/or complimentary professional and social strengths and interests. All participants reported that the collaborative approach to supervision was worthwhile, although in the partnerships where the development of mutuality, trust, and friendship were at an early stage, teachers were less inclined to find or to make time to work with their partner or to focus on aspects of their teaching that involved risk-taking. Five recommendations for research and practice are offered: (1) administrators should be aware of the extra difficulties partners may experience in working collaboratively; (2) administrators wishing to encourage collaborative clinical supervision partnerships to meet professional development goals should develop a system that allows teachers to have some input in the selection of partners, provide adequate time for conferencing, and notice and encourage teachers' collaborative efforts; (3) teachers wishing to develop relationships with their colleagues should be aware of the powerful norms of teacher autonomy and isolation; (4) researchers should address the issue of gender in collaborative relationships between teachers; and (5) practitioners and researchers should incorporate the notion of collaboration as work-focused friendship in their thinking about collaboration. (Contains 14 references.) (ND)

ED 385 495 SP 036 116

Ceaser, Lisbeth
The Effect of a Critical Curriculum Program on Attitude toward Teaching Students To Learn from Text in the Content Areas. Curriculum and Program Planning Seminar.
PUB DATE- Jun 91
NOTE- 32p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Curriculum Development; *Faculty Development; Higher Education; Inservice Teacher Education; *Learning Processes; Learning Strategies; Literary Criticism; Preservice Teacher Education; Secondary Education; Secondary School Teachers; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Content Area Teaching; *Critical Inquiry; Habermas (Jurgen); Ricoeur (Paul); *Text Learning

This investigation was designed to determine the effect of a specific instructional approach upon the attitude of content area teachers toward teaching students to learn from text. The hypothesis tested was that a significant proportion of teachers receiving training in critical curriculum procedures would demonstrate an improvement in attitude. The procedures were

Whitfield); (4) "Communication: The Key to Successful Field Experiences" (Margaret H. Shaw-Baker); (5) "Student Teaching: A Student Teacher's View" (Lesley Peebles Fairley); (6) "Managing Someone Else's Classroom during Student Teaching" (Robert E. Knaub); (7) "Can Every Teacher Be a Successful Mentor?" (Sharon O'Bryan); (8) "Rewarding the Practicing Professional" (Sandra Weiser); (9) "Making a Difference for Student Teachers through the Careful Preparation of Supervisors" (Sharon Brennan); (10) "Connecting Purposes: Administrators' Views of Field Experiences" (Gloria A. Slick); (11) "Bits and Pieces: Everything Else You Wanted To Know about Making a Difference for People in Field Experiences" (Gloria Appelt Slick and Kenneth Burrett). Each chapter contains references. (ND)

ED 385 512 SP 036 133

Slick, Gloria Appelt, Ed.
Emerging Trends in Teacher Preparation: The Future of Field Experiences.
PUB DATE- 95
NOTE- 170p.; For related documents, see SP 036 130-132.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; *Educational Technology; Elementary Secondary Education; *Field Experience Programs; Higher Education; International Programs; Leadership Training; *Multicultural Education; Practicum Supervision; Preservice Teacher Education; Student Teachers; *Student Teaching; *Teacher Supervision; Teaching (Occupation)
IDENTIFIERS- *Legal Information; *Reflective Practice

This is the fourth in a series of four books presenting a variety of field experience program models and philosophies that drive the programs provided to preservice teachers during their undergraduate teacher preparation. This book focuses on critical issues facing teaching education in the future, in particular field experiences. Major themes addressed include adequate training for preservice teachers in multicultural education; consensus-building, problem-solving, and decision-making skills; use of technology; legal issues related to teaching; and international field experiences. Following an introduction by Gloria Appelt Slick, the book is divided into 10 chapters: (1) "Using the Past; Guiding the Future" (Scott Hopkins); (2) "The New Psychology of Supervision" (Arthur L. Costa); (3) "Promoting Reflective Practices" (H. Jerome Freiberg); (4) "A Legal Primer for Student Teachers" (Julie Fisher Mead and Julie K. Underwood); (5) "Field Experiences in Multicultural Environments" (Rafael Lara-Alecio and Emilio Rendon); (6) "Using Technology To Prepare Teachers: Future Possibilities" (Joan P. Sebastian); (7) "Developing Leadership in Preservice Teachers" (Sandra Lee Gupton); (8) "What Happens after Student Teaching: The First Five Years" (Genevieve Brown and Beverly J. Irby); (9) "Learning from International Field Experiences" (Laura L. Stachowski and James M. Mahan); and (10) "Bits and Pieces: Everything Else You Wanted To Know about Field Experiences of the Future" (Gloria Appelt Slick and Kenneth Burrett). Each chapter contains references. (ND)

ED 385 513 SP 036 134

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Course Descriptions; *English Instruction; Experiential Learning; Higher Education; *Methods Courses; Methods Research; *Preservice Teacher Education; Reflective Teaching; Secondary Education; *Teaching Methods; Workshops
IDENTIFIERS- Theoretical Orientation

A review was done of how teacher training programs teach prospective teachers. After searching the literature for research on secondary English methods classes and finding none, the study solicited syllabi from over 300 universities across the country. Syllabi from 81 universities were received. Through analysis of the syllabi the study identified five basic ways in which methods classes are taught: survey, workshop, experience-based, reflective, and theoretical. Though many contained aspects of more than one type, rough distribution among types was: 27 survey, 23 workshop, 8 experience-based, 4 theoretical, 2 reflective, 5 reflective/workshop, 3 reflective/experience-based, 2 workshop with practicum, and 4 other practica. Analysis also led to two general conclusions: (1) the prevalence of the survey course was surprising given that its teaching and learning processes are directly in contrast to the types of teaching and learning espoused in most of the texts used in these courses; and (2) while each approach has its particular strength, the best methods class should be theoretically informed, involve students in some sort of pragmatic teaching experience, provide a workshop atmosphere, and require students to reflect on their own experiences as learners and on the consequences of various teaching approaches. (Contains 15 references.) (JB)

ED 385 530 SP 036 154

Russell, Gary F.; Mrsnik, Kathy
The Effects of the FOCUS Model on Teacher Perception, Efficacy, and Application in the Classroom.
PUB DATE- Oct 94
NOTE- 37p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (October 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; Educational Change; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Program Implementation; Secondary School Teachers; *Teacher Attitudes; *Teacher Effectiveness; *Teacher Improvement; Teacher Student Relationship; *Teaching Models

This case study examined the effects of the "Formation Of Concept between you and me which is US" (FOCUS) model on teacher perception and efficacy and its application in the classroom. The FOCUS model, based on the theory of Interactive Perceptual Psychology (IPP), uses concepts to assist in altering teacher perception of the student as a total human behavioral system. It also uses positive modeling behavior and the techniques and processes that can be used to activate interaction with students. Fifteen teachers in graduate classes who had participated in FOCUS seminars documented 13 journal entries about their experiences utilizing these concepts over a 3-month period. Self-report analysis, measured by the Stages of Perceptual Outcomes Matrix, suggested that better knowledge of FOCUS concepts altered participants' perceptions and increased indexed by variables that signify their key aspects. From theory and data, one posits probabilities for the ways that students with different configurations in this space will solve problems, answer questions, and so on. Then the machinery of probability theory allows one to reason from observations of a student's actions to likely values of parameters in a student model. An approach using Bayesian inference networks is outlined. Basic ideas of structure and computation in inference networks are discussed and illustrated with an example from the domain of mixed-number subtraction. Six tables and 11 figures illustrate the discussion. (Contains 41 references.) (Author/SLD)

ED 385 550 TM 023 966

Bennett, Randy Elliot; Sebrechts, Marc M.
The Accuracy of Automatic Qualitative Analyses of Constructed-Response Solutions to Algebra Word Problems. GRE Board Professional Report No. 91-03P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Mar 94
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Automation; Classification; College Entrance Examinations; *College Students; Computer Assisted Testing; *Constructed Response; Educational Diagnosis; *Expert Systems; Higher Education; *Qualitative Research; Scoring; Test Construction; *Word Problems (Mathematics)
IDENTIFIERS- *Accuracy; *GIDE Computer Program; Graduate Record Examinations

This study evaluated expert system diagnoses of examinees' solutions to complex constructed-response algebra word problems. Problems were presented to three samples (30 college students each), each of which had taken the Graduate Record Examinations General Test. One sample took the problems in paper-and-pencil form and the other two on computer. Responses were then diagnostically analyzed by an expert system, GIDE, and by four Educational Testing Service mathematics test developers. Results were highly consistent across the samples. Human judges generally agreed in describing responses as right or wrong, but concurred at lower levels in categorizing the specific bugs they detected in incorrect solutions. The expert system agreed highly with the judges' right/wrong decisions, but less closely with bug categorizations that judges agreed on. Causes of machine-rater disagreement were identified, and suggested remedies were proposed. These results suggest that highly accurate diagnostic analysis through knowledge-based understanding of complex responses may be difficult to achieve at the fine-grained level used by GIDE. Increasing accuracy is discussed. Appendixes A, B, and C present probabilities and canonical solutions for each of the samples; and Appendixes D, E, and F contain Sample 2 judges' instructions, and Sample 2 and Sample 3 Bug Classification Scheme and Detailed Error Descriptions with Examples. Twenty-one tables present study data. (Contains 13 references.) (Author/SLD)

ED 385 551 TM 023 967

Stocking, Martha L.
Three Practical Issues for Modern Adaptive Testing Item Pools.
PUB DATE- Feb 94
NOTE- 45p.

topics and the scoring guide. Seven tables present study findings. (Contains 12 references.) (Author/SLD)

ED 385 570 TM 024 008

Reynolds, Anne; And Others
Beginning Teacher Knowledge of General Principles of Teaching and Learning: A National Survey. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Sep 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Beginning Teachers; Competence; Elementary Secondary Education; *Job Analysis; Job Skills; *Knowledge Base for Teaching; Learning; *Licensing Examinations (Professions); Surveys; Teacher Certification; Teacher Educators; Teacher Evaluation; *Teachers; Teaching (Occupation); Test Construction
IDENTIFIERS- *Praxis Series; *Test Specifications

A job analysis was conducted to define the knowledge domain of general principles of teaching and learning necessary for newly licensed (certified) teachers, regardless of grade level or subject, to perform in a competent manner. The results of the study are being used to develop test specifications for The Praxis Series: Professional Assessments for Beginning Teachers. An initial draft of the knowledge inventory was prepared by Educational Testing Service specialists. This draft was reviewed by a panel of teachers, teacher educators, administrators, and state officials. A revised draft of the inventory was then sent as a survey to educators who were asked to rate the knowledge statements on a five-point importance scale. Responses were received from 921 teachers, 422 teacher educators, 425 school administrators, and 53 state administrators. Of the 64 knowledge statements, 16 were problematic to one or more of the respondent groups. Before these statements could be used in test specifications, these knowledge areas will need written rationales. Without qualification, however, 75% (48) of the statements may be used in the development of test specifications. Ten tables present survey results and study findings. Nine appendixes present supplemental information about survey development and the inventory itself. (Contains 13 references.) (SLD)

ED 385 571 TM 024 009

Reynolds, Anne; Rosenfeld, Michael
Inventory of Knowledge of General Subjects: A Transportability Study. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Sep 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Elementary School Teachers; Elementary Secondary Education; *Interdisciplinary Approach; Job Analysis; Job Skills; *Knowledge Base for Teaching; Knowledge Level; *Licensing Examinations (Professions); *Secondary School Teachers; Surveys; Teacher Certification; Teacher Evaluation; Test Construction

(1989) in which methods of mathematical optimization are combined with item response theory to construct tests from larger collections or pools of items. This new approach is contrasted with two more formal models and other heuristic approaches that appear in the literature. An experiment using quasi-realistic data is performed that serves to illustrate the difference in approaches for typical practical test construction applications. Three tables and three figures illustrate the discussion. (Contains 14 references.) (Author/SLD)

ED 385 592 TM 024 040

Livingston, Samuel A.
An Empirical Tryout of Kernel Equating.
PUB DATE- Jul 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equated Scores; High Schools; *High School Students; Sample Size; *Statistical Distributions; United States History
IDENTIFIERS- Advanced Placement Examinations (CEEB); *Discrete Variables; Empirical Research; *Kernel Method; Smoothing Methods

Kernel equating is a method of equating test scores devised by P. W. Holland and D. T. Thayer (1989). It takes its name from kernel smoothing, a process of smoothing a function by replacing each discrete value with a frequency distribution. It can be used when scores on two forms of a test are to be equated directly or when they are to be equated through a common anchor. The discrete score distributions are replaced with continuous distributions, and then equating is done with the continuous distributions. This "continuization" is accomplished by replacing the frequency at each discrete score value with a continuous frequency distribution centered at that value. The distribution that replaces the discrete function is called the "kernel." Data for the examination of the procedure were taken from responses of 93,283 high school students to multiple-choice questions on the United States History Advanced Placement Examination using samples of 25, 50, 100, and 200 test takers with 50 replications for each sample size. Results support the further study of this approach and the extent to which it can be generalized to other samples. An appendix provides a formula for the root-mean squared deviation. Thirteen figures illustrate the analysis. (Contains 4 references.) (SLD)

ED 385 593 TM 024 041

Powers, Donald E.
Coaching for the SAT: A Summary of the Summaries and an Update. Reprint.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *College Entrance Examinations; *Cost Effectiveness; Higher Education; High Schools; *Mathematics Tests; Meta Analysis; *Test Coaching; *Time Factors (Learning)
IDENTIFIERS- *Scholastic Aptitude Test

Several available summaries of research on coaching for the summarizes these standards. Guidelines and illustrative cases to assist in meeting these standards are included with the full report. Seven standards related to utility are intended to ensure that the evaluation will serve the information needs of intended users. The three feasibility standards are intended to ensure that the evaluation will be realistic, prudent, diplomatic, and frugal. The eight propriety standards listed are intended to ensure that the evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by the results. Twelve standards for accuracy are intended to ensure that the evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated. Four resources are listed for further reading. (SLD)

ED 385 613 TM 024 543

Loulou, Diane
Making the A: How To Study for Tests. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Essay Tests; *Learning Strategies; *Notetaking; Objective Tests; Organization; Planning; *Review (Reexamination); Study Habits; *Study Skills; Test Anxiety; *Test Wiseness
IDENTIFIERS- ERIC Digests

Doing well on tests and earning good grades begin with good study habits. This digest offers a plan to help in preparing for tests. It explains how to study for and take tests. Organization, planning, and time management skills are essential to becoming a successful student. A good student reads assignments, listens during lectures, and takes good classroom notes that are reread and highlighted. Regular review reduces test anxiety and allows time for information to be absorbed. Review periods should be scheduled well in advance, with planned daily reviews, weekly reviews, and major reviews. For some subjects, study groups are an effective tool if groups are composed of dedicated students who set their agendas to avoid wasting time. On exam day, the student should arrive early and get organized. It is also important to pay attention to verbal directions as tests are distributed and to read the directions carefully. Scanning the entire test to notice how many points each section is worth is important. Specific advice is given for multiple-choice, true-false, open-book, short-answer, and essay tests. Four sources are listed for further reading. (SLD)

ED 385 614 UD 030 502

Macbeth, Fiona; Fine, Nic
Playing with Fire. Creative Conflict Resolution for Young Adults.
PUB DATE- 95
NOTE- 176p.; Published in cooperation with The Leaveners/Leap Confronting Conflict and the National Youth Agency.

Structure; *Writing (Composition); *Written Language
IDENTIFIERS- *Writing to Learn

This guide reviews a number of ways that written text has been used in the classroom to help develop enriching classroom activities, using French examples, in modern European language instruction and examines ways in which text can reinforce and extend what students are learning to say and write. The text deals with teacher and learner creativity, suggesting ways that teachers can vary uses of text and ways that students can be helped to use text as a springboard for making language their own. Approaches presented have been tried and tested in class, from year 7 to year 13. Units included suggestions for text and pronunciation, text and talking, and reading to learn and write. (NAV)

ED 385 167 FL 023 184

Mitchell, Iain; Swarbrick, Ann
Developing Skills for Independent Reading. Pathfinder 22. A CILT Series for Language Teachers.
PUB DATE- 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Foreign Countries; French; German; *Independent Reading; *Reading Skills; *Reading Strategies; *Second Language Instruction; Second Language Learning; *Skill Development

This guide discusses ways in which departments might develop pupils' reading foreign language skills through a planned program of reading including reading for pleasure. Strategies to help students tackle new reading efforts are outlined as well as strategies in which teachers can help students. It is useful for teachers to have an understanding of what reading skills standards have developed in general terms before they begin learning a new language; there is a fine line between what can be assumed and reality in terms of what students know. Foreign language teachers need to do more than just provide texts, they need to teach reading strategies. Reading diaries are suggested as one way of teaching reading, and the policies of two schools where they are in use are detailed. German and French reading examples are used throughout the text. (Contains five references.) (NAV)

ED 385 168 FL 023 185

Holmes, Bernardette
Keeping on Target. Pathfinder 23. A CILT Series for Language Teachers.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Classroom Techniques; Foreign Countries; French; German; Idioms; National Programs; Secondary Education; *Second Language Instruction; Second Language

(142),Numerical/Quantitative Data (110)
DESCRIPTORS- College Programs; Degrees (Academic); Educational Attainment; Educational Demand; Educational Policy; Educational Quality; Enrollment; Financial Support; *Graduate Study; Higher Education; Information Science; Labor Market; *Legal Education (Professions); *Library Science; Private Colleges; Productivity; Program Costs; Program Evaluation; *Public Colleges; *Schools of Education; *State Universities; Student Attitudes
IDENTIFIERS- *Illinois

This report provides statewide analyses of graduate programs in education, library and information sciences, and of programs at all levels in law and legal studies in Illinois, preparatory to the public universities' review of these programs during 1995-96. Based on the Priorities, Quality, and Productivity (PQP) initiative undertaken by the Illinois State Board of Higher Education, it examines trends in enrollments and degrees conferred by public and private colleges and universities, state and national labor market projections, and comparative cost trends among public universities for each program area. The report also addresses student demand for the programs, occupational demand for program graduates, centrality of the program to the university's mission, the sufficiency of program breadth in terms of courses and specializations offered, the success of graduates, the costs of the program, minority representation, the quality of the program, and the program's productivity. An appendix contains a list of Board of Education approved programs, a list of graduate programs in education at public universities in Illinois, and enrollment and market supply information of particular interest to individuals involved in library and information science studies and law and legal studies. Contains 15 tables and 2 figures. (MDM)

ED 385 187 HE 028 453

Azevedo, Roger; And Others
The Effectiveness of Computer-Based Hypermedia Teaching Modules for Radiology Residents.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Foreign Countries; *Graduate Medical Education; Higher Education; *Hypermedia; Individual Differences; *Instructional Effectiveness; Lecture Method; *Radiology; Teaching Methods; *Tutorial Programs
IDENTIFIERS- Quebec (Montreal)

This paper explains the rationale for utilizing computer-based, hypermedia tutorials for radiology education and presents the results of a field test of this educational technique. It discusses the development of the hypermedia tutorials at Montreal General Hospital (Quebec, Canada) in 1991-92 and their use in the radiology residency program. The tutorials cover: (1) cystic tumors of the pancreas; (2) ectopic pregnancy; (3) physics of x-ray filters; (4) tumors of the posterior fossa in children; (5) anatomy of the temporal bone; (6) diagnosis of arthritis; (7) arterial stenosis and occlusion viewed through ultrasound; and (8) echogenic liver modules. A field test of 6 of the 8 tutorials was conducted over an 8-month period with 24 residents (12 male, 12 female). Twelve residents used the terms for undergraduate practicals in the natural sciences. The study found that most faculty at DUE institutions approached practicals in similar ways, and that the ability to solve problems, interpret experimental data, and use knowledge and skills in unfamiliar situations were considered the most important general objectives for students at DUE institutions. It also found that although the differences between OuN and DUE rankings were larger than the difference between DUE and UE rankings, the rankings by faculty at each of the three institutions were statistically unique. Sixteen appendixes provide data on the ratings of general objectives, specific objectives, and end-terms by DUE, UE, and OuN faculty. (Contains 22 references, 16 appendices and the survey instruments.) (MDM)

ED 385 207 HE 028 475

Dochy, F. J. R. C.; And Others
The Role of Subject-Oriented Expertise: A Study of the Impact of Personal and Contextual Variables on Success in an Economics Course as Indicators of Expertise. Ex post Facto Research 2.
PUB DATE- 91
NOTE- 19p.; For related documents, see ED 364 699, ED 364 671, and HE 028 474-478.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Age Differences; *College Students; *Economics Education; Educational Attainment; Employment Experience; Foreign Countries; Higher Education; Knowledge Level; Open Universities; *Prior Learning
IDENTIFIERS- *Expertise; Open University (Netherlands); Performance Indicators

This study sought to determine the effects of prior knowledge and other personal variables on the achievement of undergraduates in an economics course at the Open University of the Netherlands (OuN). A total of 100 law and 100 economics students enrolled in "Economics and Money" were tested on subject mastery at the end of the course. The study found little difference in the performance of the law and economics students on the test, contradicting the hypothesis that economics students should perform better than law students in such a course. Age, previous educational level, and employment experience also had little influence on performance. It is concluded that research in the field of "prior knowledge" will have to be reoriented and that an in-depth analysis and assessment of the virtual domain specific and subject oriented expertise of students is a more promising track. An appendix outlines the study variables. (Contains 10 references.) (MDM)

ED 385 208 HE 028 476

Dochy, F. J. R. C.; And Others
Analysis of the Quality and Impact of Expertise in Economics.
PUB DATE- 91
NOTE- 19p.; For related documents, see ED 364 699, ED 364 671, and HE 028 474-478.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Students; *Economics; Foreign Countries; Higher Education; Knowledge Level; Open Universities; *Prior Learning
IDENTIFIERS- *Expertise; Open University (Netherlands)

categorized as: orienting; sub-dividing the problem; establishing roles; information seeking; information sharing; monitoring; negotiating understanding; designing; building; and evaluating. Multiple channels of communication were used by students in three ways: increasing the depth of the discussion; increasing the breadth of the discussion; and overcoming technical difficulty. Conclusions suggest that students need multiple representations of design information to effectively move the design process forward. These multiple channels can encourage both monitoring an active participation and can facilitate clarifications, acknowledgements, information sharing, negotiation, and the transmission of design information. Findings are illustrated in two figures. (Contains 33 references.) (MAS)

ED 385 227 IR 017 237

Fansler, A. Gigi; And Others
Using Computers To Write Comprehensive Examinations: A Study of Doctoral Level Examinations in Educational Administration Departments.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Doctoral Degrees; Educational Administration; Evaluation Methods; Higher Education; Surveys; *Test Format; Testing
IDENTIFIERS- *Alternative Assessment; *Comprehensive Examinations

Comprehensive examinations, long a bastion in many doctoral programs, are one of many customs under scrutiny for possible change in a movement towards more authentic means of educational assessment. This preliminary study surveyed chairs of departments of educational administration from universities across the United States to learn how computers and models of alternative assessment are changing the face of comprehensive examinations. Respondents were asked how often doctoral comprehensive examinations were administered, and asked to rate seven purposes derived from the literature on importance for administering comprehensive examinations: accountability; tradition; gatekeeping; recall; rigor; application; and synthesis. They were asked whether or not they used each of four examination modes: handwriting; typing on computer; oral examination; and alternative assessments such as portfolios or performances. Questions also concerned the length of time students had to complete examinations, and rating for each examination mode on a variety of issues: student anxiety; public acceptance; rigor; relevance to program; relevance to future of candidate; faculty work load; and potential for dishonesty. Ninety-one percent of respondents acknowledged that their departments allow students to use a computer as an alternative to handwriting the examination. Many also saw a need for more authentic modes of assessment as part of the doctoral process, although few departments allowed forms other than written or oral for the comprehensive examination. Issues such as academic dishonesty in a computer age, the need for proctoring, and the mix of references and other materials that should be allowed during the examination require further study. Two tables and one figure illustrate data. (Contains 13 references.) (MAS) pyramid supports the others; whatever resources are applied to the whole, the balance in the pyramid should be sustained. The second set addresses the essential research investments and other steps to remove the obstacles to realizing the technologies in the pyramid and the barriers to the effective use of these environments. The third set addresses the institutional structure for delivery of the HPC capabilities, and consists itself of a pyramid. At the base of the institutional pyramid is the diverse array of investigators in their universities and other settings, who use all the facilities at all levels of the pyramid, followed by departments and research groups devoted to specific areas of computer science and engineering, and the National Science Foundation (NSF) high performance computing (HPC) Centers. At the apex is the national teraflop-class society, which is recommended as a multi-agency facility pushing the frontiers of high performance into the next decade. A final recommendation addresses the NSF role at the national level and its relationship with the states in HPC. Concepts are illustrated with two figures and two tables. Appendices include: a list of the membership of the Blue Ribbon Panel on High Performance Computing; information on the history and origin of this study on the NSF and HPC; a discussion of technology trends and barriers to further progress; four figures illustrating supercomputer data; and a review and prospectus of computational and computer science and engineering with personal statements by panel members. (MAS)

ED 385 245 IR 017 258

Schrum, Lynne
Online Courses: What Have We Learned?
PUB DATE- Jul 95
NOTE- 11p.; Paper presented to the World Conference of Computers in Education (Birmingham, England, United Kingdom, July 1995)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Mediated Communication; Curriculum Design; *Curriculum Development; *Distance Education; *Education Courses; Electronic Mail; Higher Education; Information Technology; Professional Development; *Student Characteristics
IDENTIFIERS- Paradigm Shifts

Information technology is very evident in the explosion of on-line education courses. This research looks at online courses, identifies significant issues in the development of these courses, and determines characteristics of learners enrolled in these courses. An emerging phenomenon is investigated and issues inherent in the development of a new educational paradigm are explored. Using a case study methodology, relevant data, perceptions, and descriptions of major issues surrounding these courses are gathered from students and course developers. The main case study looks at an online professional development course, "Telecommunications and Information Access for Educators," which explores information technologies through electronic mail, computer teleconferencing, and remote database searching. Correspondence was archived, electronic mail was stored on disk, field notes were compiled, electronic participant observations were completed, and formal and informal interviews were conducted for over 95 students. Through a literature review and interviews with course developers, educators, or students who have taught or taken materials even though the paradigm shift driven by electronic information technology will continue. The James White Library has a primary responsibility to support instructional, service, and research programs for the university through acquisition, organization, and maintenance of appropriate information resources. The new strategic plan recognizes the transitional nature of the library and its needs for a building addition. Seven goals are articulated to reflect the unique nature and mission of Andrews University as a Seventh-day Adventist institution and the beyond-walls concepts of focusing on the patron and on access to information. Staff development and recognition of the library's Adventist heritage are integral parts of the strategic plan. The financial support required for some short-term and specific space needs is outlined. Six appendixes provide supplemental information about the plan, planning committee recommendations, existing staff positions, the budget, and a statistical summary of the library collection. (SLD)

ED 385 263   IR 055 537

Irving, Jan; And Others
Story Spinners. The 1993 Iowa Summer Library Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 166p.; Partially funded by the Library Services and Construction Act.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055) [illegible]ference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Folk Culture; Library Planning; *Library Services; Preschool Children; Preschool Education; *Reading Programs; Recreational Programs; Resources; State Libraries; Story Reading; *Summer Programs
IDENTIFIERS- Clip Art; *Iowa; Spiders

This manual for the 1993 Iowa Summer Library Program includes programs and activities about spiders and insects, stories from different parts of the world, and activities and materials related to the web of life and the "story spinner" theme. The summer library program presents a comprehensive approach, targeting not only the child who already reads, but those who are not yet reading on their own and for children who have difficulty reading. Program registration and design are handled in different ways in different libraries. Suggestions for planning and promotion are presented and reading logs are provided. The manual also discusses serving children with special needs. Programs, crafts, and games that fit the story spinner theme are suggested. A section lists resources for program planners, and another includes clip art for program use. A bibliography of over 400 books and audio materials is included. (SLD)

ED 385 264   IR 055 540

Abramoff, Carolann Palm, Comp.; And Others
Once upon a Tale. 1995 Florida Library Youth Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 128p.; Funded by a Library Services and Construction Act grant.

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Library Administration; Library Circulation; Library Collection Development; Library Personnel; *Library Planning; *Library Services; Professional Training; Reference Services; Skill Development; Users (Information)

This book is designed to help novices get started in providing services to patrons of their library. By separating professional tasks from others, an indication is made when expertise is needed above and beyond the use of common sense and natural organizational skills. The book covers the realm of a librarian's responsibilities, offering advice on topics that range from shelf arrangement and classification systems to collection development and staff management. The volume begins at the beginning, explaining not only how things happen, but why and what procedures are important to follow. It is a how-to guide for the beginner, someone who has little if any experience in libraries yet is expected to manage a small library in a school, community, church, or corporation, with little supervision. This volume could also be used as a training guide for coordinators with responsibility for library programs in schools with paraprofessionals assigned to individual buildings, or for public librarians who must prepare staff with one or more workshops or training sessions. The 10 chapters are: "Your Library"; "Users in the Library"; "Staffing the Library"; "Circulation of Materials and Equipment"; "Reference in the Library"; "Services"; "Adding to the Collection"; "Evaluating What You Do"; "Creating a Library Where None Exists"; and "Increasing Your Skills as a Librarian." Appendices contain a nonuser survey, examples of job applications, a list of professional library associations, and a 77-item annotated bibliography. (Author/MAS)

ED 385 283 IR 055 566

Sources of Audiovisual Materials on Disabilities. Reference Circular No. 95-02.
PUB DATE- May 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Assistive Devices (for Disabled); *Audiovisual Aids; Costs; Employment Opportunities; *Information Sources; *Physical Disabilities; Recreational Activities; *Reference Materials; Special Education; *Visual Impairments
IDENTIFIERS- *Titles

This reference circular lists titles and sources of audiovisual materials on visual and physical disabilities. It also includes topics such as accessibility, assistive technology, education, employment, and recreation as they relate to disabilities. The information is compiled from catalogs and descriptive brochures from producers, distributors, and organizations in the United States. The titles are arranged alphabetically under broad subject headings, and each entry includes, where available, the year of production, length, price for purchase or rental, and additional sources. When a number of titles is available from one source, the source rather than the titles is provided. (Author/AEF)

ED 385 284 IR 055 568

(141)
DESCRIPTORS- Annual Reports; Community Colleges; *Peer Teaching; Program Evaluation; Questionnaires; Tutors; Two Year Colleges; Two Year College Students; Writing Ability; *Writing Across the Curriculum; Writing Assignments; *Writing Instruction; *Writing Laboratories; Writing Skills; Writing Teachers
IDENTIFIERS- Monroe County Community College MI

Monroe Community College's Writing-Across-the-Curriculum (WAC) program, designed to help students learn to write in all disciplines through writing centers staffed by student writing fellows, is reviewed in this report. The report includes the following sections: the year in review; 1994-95 Writing Fellows; WAC faculty; statistical data; writing center scheduling; program evaluation by students; program evaluation by faculty; writing fellow questionnaire; and newsletters. Highlights of the report include the following: (1) in 1994-95, a total of 40 new writing fellows completed the required training in "254 Composition"; (2) a total of 1,788 Writing Center (WC) conferences were conducted; (3) a 500-word theme paper was the most common assignment, followed by research papers and book and art reviews; (4) the most common form of writing taught at the WC was expository, followed by persuasive; (5) 1,390 of writing fellow conference students were from the humanities/social science department, and 263 came from the business department; (6) 952 students were enrolled in fellowed classes which required WC attendance, 699 made appointments, and 137 were walk-ins; (7) 54% of students in fall and 63% in winter reported using the WC more than once; and (8) 95% of student respondents (n=479) in fall and 97% in winter found the WC program to be very effective or effective. Selected evaluative comments from students, faculty, and WC staff are included. (KP)

ED 385 302 JC 950 367

Platt, Gail M.
Learning from the Past, or Must History Repeat Itself? The Learning Center's Annual Report, 1994-95.
PUB DATE- Jul 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; Case Studies; Community Colleges; *Developmental Studies Programs; *Faculty Development; *Learning Resources Centers; *Outcomes of Education; *Remedial Instruction; Student Evaluation of Teacher Performance; Two Year Colleges; *Two Year College Students
IDENTIFIERS- South Plains College TX

The Learning Center (LC) at South Plains College (SPC), in Texas, was established to provide remedial instruction in learning strategies, reading, and writing; college-level instruction in critical thinking and human development; tutorial assistance; study skills seminars; and other services. During the 1994-95 academic year, over 3,466 students were served, representing a 41.9% increase over the previous year and including 1,342 who received tutorial assistance and 1,124 who attended study seminars. Student evaluations of LC instruction carried out in fall 1994 resulted in a mean rating of 4.562 on a 5-point scale, consistent with SPC's institutional mean of 4.5. However, results from the state Texas Academic Skills Program (TASP) assessment test indicate that SPC students performed at lower levels in 1994-95 than in previous years and that they

North Iowa Area Community College, Iowa Lakes Community College, Iowa Central Community College, Kirkwood Community College, Western Iowa Tech Community College, Iowa Western Community College, Indian Hills Community College, and Southeastern Community College. Collective findings of the pilot projects highlighted in the document include the following: (1) CASAS has a great degree of flexibility and adaptability in a variety of adult basic education classroom environments; (2) there appeared to be a positive gain of 4 to 6 standard score points between pre- and post-testing on the CASAS scale, based on an overall average of 60 to 70 hours of instruction; (3) students appear to perform well with the CASAS system because of its competency-based approach to instruction, curriculum, and assessment; and (4) the CASAS system has direct applicability to critical life and employability skills. (Appendixes provide the CASAS pilot test plan, a CASAS pilot test update, and guidelines for submission of CASAS pilot site reports.) (KP)

ED 385 319   JC 950 389

West, Lynn
Spokane Community College Annual Institutional Assessment Report, 1993-1994.
PUB DATE- 94
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Outcomes Assessment; *College Planning; Community Colleges; Program Development; *Student Responsibility; *Teacher Responsibility; Two Year Colleges
IDENTIFIERS- Spokane Community College WA

During 1993-94, Spokane Community College's Student Learning Outcomes project focused on abilities-based measurements, and specifically, on measurements of the "Responsibility for Learning" ability. Activities included two summer planning retreats; faculty focus groups to discuss the interpretation of "Responsibility for Learning," classroom instruction and assessment related to this ability; faculty forums on such topics as "Can We Teach Responsibility," "Can We Assess Responsibility," "What Impact Will the Responsibility Ability Have on the College?," and "Written Research on Student Responsibility"; guest speakers and workshops; brown bag lunches focusing on last year's pilot projects; faculty/student lunches; and conference attendance. In addition, 13 faculty explored methods to develop student responsibility through carefully designed activities accompanied by specific outcomes measures. The "Responsibility for Learning" ability was defined as students recognizing, understanding, and accepting ownership for their learning by self-assessing, demonstrating, and evaluating behaviors that support the learning situation. Measurable indicators of responsible learning were identified as setting and recognizing priorities, communicating needs and making decisions, understanding and accepting consequences, making and following through on commitments, and demonstrating respect for self and others. This annual report on the Student Learning Outcomes project contains the following materials: (1) graphs showing new student characteristics; (2) illustrations of the responsibility ability process; (3) student forum questionnaires and a summary of survey results on students' and faculty members' perceptions of students' and teachers' responsibilities related to effective learning; (4) a

PUB DATE- 92
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Attachment Behavior; Behavioral Science Research; Child Abuse; Children; Cultural Differences; Early Childhood Education; Friendship; Interpersonal Relationship; Mexicans; *Parent Child Relationship; *Peer Relationship; *Pretend Play; Sexual Abuse; *Social Development

This book examines the developmental functions of social pretend play (SPP), asserting that SPP is salient in the formation of both social interaction skills and friendships from the toddler period into middle childhood. Part 1 discusses the mastery of the communication of meaning in SPP and presents three studies on the relationship between mothers and toddlers in early symbolic play, the collaborative construction of SPP between toddler-age partners, and the differences and similarities between Mexican and American children's play dialogues. Part 2 focuses on issues of control and compromise by negotiating SPP meanings and scripts, presenting two studies on mothers' beliefs about mediating peer play and toddler-age children's peer networks and attachment security and SPP negotiations. Part 3 examines issues of trust and intimacy within SPP, presenting three studies on friendship and SPP, multiple attachments and peer relationships in SPP, and self-disclosure in the pretend play of physically and sexually abused children. (Contains approximately 225 references.) (MDM)

ED 385 338 PS 022 680

Andersen, Richard D.; And Others
Infections in Children: A Sourcebook for Educators and Child Care Providers. Second Edition.
PUB DATE- 94
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Child Caregivers; *Child Health; *Communicable Diseases; *Disease Control; Early Childhood Education; Guidelines; Immunization Programs; Parent Materials; Preventive Medicine; *Special Health Problems
IDENTIFIERS- *Childhood Illnesses; Diapering; Ear Infections; Hepatitis; Meningitis; Urinary Tract Infections

Noting the rapid changes occurring in the world of infectious diseases, this book provides updated information for care providers, educators, and parents on the increasingly complex issues of childhood infection. The book is organized into two parts. The first part discusses general considerations for group settings. Chapter 1 introduces the problem of infectious diseases and discusses the factors that determine the likelihood of infection. Chapter 2 addresses basic principles of hygiene and infection control, presents a historical overview, and discusses ways infection can be transmitted. Chapter 3 reviews children's immunizations and their side effects. Chapter 4 discusses the causes, symptoms, and complications of fever. Chapter 5 examines factors that contribute to the spread of diseases in day care centers and poses guidelines for disease prevention, while chapter 6

Texas Evaluation Study of Prekindergarten Programs. Final Report Summary.
PUB DATE- Jan 95
NOTE- 26p.; For preliminary findings report, see ED 363 405; for interim report, see ED 366 440.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Grade Repetition; Limited English Speaking; Longitudinal Studies; Mathematics Education; *Preschool Education; Preschool Teachers; Program Evaluation; Program Improvement; Reading Comprehension; Special Education; Staff Development; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs; Normal Curve Equivalent Scores; *Texas; Texas Assessment of Academic Skills

This report describes the final status of classroom practice in Texas prekindergarten programs in comparison to initial study findings and findings from a self-study component implemented in 1993 with prekindergarten staffs participating in the study. Findings from the longitudinal component indicated positive trends in academic performance for children who participated in prekindergarten programs. The results of the study showed that students from prekindergarten programs are less likely to be retained, closer to being on grade level in their reading comprehension, and less likely to be referred for special education programs. Former prekindergarten students scored two points higher than nonattendees on the 1994 Texas Assessment of Academic Skills (TAAS) third-grade test in reading and mathematics, and this difference was stronger for students with limited English proficiency. The results of the program evaluation indicate that, with improvements in staff development, teacher evaluation instruments and skills, and training programs to support staffs, the benefits of early education will increase for those students who participate in the prekindergarten programs in Texas. (AP)

ED 385 359 PS 023 397

National Opinion Poll on Child Care.
PUB DATE- Mar 95
NOTE- 7p.; Fax quality type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Health; *Day Care; Early Childhood Education; *Employed Parents; *Family Work Relationship; *Federal Aid; Federal Legislation; *Financial Support; Grants; *National Surveys; Parent Background; Public Opinion; Safety; Working Class
IDENTIFIERS- Child Safety; *Opinion Polls; Poll (Influence)

A press release and accompanying polling data provide a brief summary of the findings and implications of a national opinion survey, concerning federal child care assistance. The national opinion poll, conducted by Republican pollster Vince Breglio between February 26 and March 5, 1995, showed that Americans are deeply divided over congressional efforts to cut federal child care assistance to working parents and indicated that a majority of Americans are opposed to congressional efforts to weaken child care health and safety provisions. The poll found that, consistent with results of recent child care studies, 80 percent of respondents agreed it is difficult to find child care that is affordable and of good quality. Fifteen percent of professional working parents, one of whom had flexible working hours and generous leave provisions, and with strong existing community and family support networks reported the most positive transition experiences. Contains nine references. (AA)

ED 385 378 PS 023 490

O'Connor, Rollanda E.; Notari-Syverson, Angela
Ladders to Literacy: The Effects of Teacher-Led Phonological Activities for Kindergarten Children with and without Disabilities.
PUB DATE- 21 Apr 95
NOTE- 18p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auditory Discrimination; *Beginning Reading; Classroom Techniques; Comparative Analysis; Disabilities; Grade Repetition; Inservice Teacher Education; *Instructional Effectiveness; Kindergarten Children; Learning Strategies; Literacy Education; *Phonology; Primary Education; Reading Difficulties; *Reading Improvement; Reading Instruction; *Reading Processes; Writing Instruction

A study tested the effects of activity-based phonological instruction (rhyming, blending, segmenting) on the phonological skill development and reading and writing outcomes of kindergarten children, 31 with and 57 without disabilities, and 19 children repeating kindergarten in regular and self-contained classes in a large urban school district. The ethnic distribution in the school district was 52% Black American, 46% Caucasian, and 2% other. Five classroom teachers in the treatment received 10 inservice training sessions spaced over the school year, and implemented from 98-280 activities during the 6-month treatment. Outcomes for treated children were compared with those of children matched for type (regular or repeating kindergartners, or children with mild disabilities) in classrooms using the same background prereading curriculum. Results suggested that intervention delivered by kindergarten teachers can be an effective way to improve the literacy outcomes of children with a broad range of abilities. As a feasibility test, this study suggests that classroom teachers can improve the phonological skills of their students prior to formal teaching instruction; but to make large and lasting differences in the reading trajectory of children with disabilities, instruction may need to be much more intense than that delivered to large classroom groups. (AA)

ED 385 379 PS 023 491

Shuster, Claudia
Effects of Inservice Training on the Developmental Appropriateness in Early Childhood Education Programs.
PUB DATE- 20 Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Classroom Environment; Curriculum

Nashville, Tennessee, were taught to think aloud as they tried to understand novel information. Subjects' thinking processes were observed as the children read non-narrative informational texts on science and nutrition on a computer screen. These texts were 21-27 sentences in length. Analysis of data showed that children did not take a passive approach to reading. Instead, they drew on prior knowledge and experience to construct a coherent representation of the text information, although a coherent representation did not necessarily mean an accurate one. Children also used other activities to make sense of new information. Some of these activities were: monitoring, integrating across texts, and paraphrasing or rephrasing content. Further research into the nature of students' representations and the relationship of these representations to recall reports is needed. (The experimental texts are appended.) (JW)

ED 385 396   PS 023 546

Grigg, Peggy G.; Martin, William C.
Moral Education: Where Have We Been? Where Are We Going?
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational History; Elementary Secondary Education; *Ethical Instruction; Higher Education; Moral Development; *Moral Values; Social Problems; Teacher Education; Teacher Qualifications
IDENTIFIERS- Character Education

Understanding and finding solutions to today's social problems can begin with a grounding in the history of moral education. Piety and virtue were among the goals pursued by colonial and early American educators. In pursuing such goals, these educators sought to give their students' lives a sense of purpose. Establishing this sense, and encouraging the values which support it, are avoided in most schools today because doing so is often considered a spiritual pursuit. Today's schools are secular, and thus do not encourage the pursuit of spiritual goals. This reluctance to teach basic morals leads today's students to a crisis of meaning in their lives. In creating such a crisis, this reluctance may be the root of many of society's problems. It is not a simple matter to teach morals. Teachers and teaching are not neutral. But general values and rules of conduct can be taught which are good for all and biased toward none. Teacher education should prepare educators to teach morals, and the integrity of a potential teacher should be a factor in the hiring process. (Includes 15 references.) (JW)

ED 385 397   RC 019 656

Strategic Solutions. Annual Report, 1993.
PUB DATE- 94
NOTE- 25p.; Photographs and figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; American Indians; Annual Reports; Blacks; College Programs; *Engineering Education; *Enrollment; Financial Support; Higher Education; Hispanic

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adolescent Literature; Agricultural Laborers; Boards of Education; *Due Process; Expulsion; Fiction; High Schools; *High School Students; *Mexican American Education; *Mexican Americans; *Racial Discrimination; Reading Materials; *Student Rights; Student School Relationship

This book relates the fictional story of Juanita Chavez, a Mexican-American teenager who unjustly faces expulsion from school after fighting with a White student who was spreading rumors about her family. Juanita knows that if she is expelled this will greatly disappoint her parents and shatter her dream of becoming the first one in her family to graduate from high school. Born to poor Mexican farmworkers, Juanita and her younger sister are responsible for the care of three younger children in the family. She also acts as an interpreter for her parents, as they do not understand the language or culture of their adopted country. With the help of a Latina psychologist and a civil rights attorney, Juanita confronts the powerful school board in a legal battle. The issue becomes justice for Juanita and other minority students who face discrimination in their schools. With the help of her friends and family, Juanita proves that regardless of race or social standing, all people of good will are one when it comes to fairness. Includes a glossary of Spanish terms used in the book. (LP)

ED 385 415 RC 020 188

Kraft, Richard J., Ed.; Kielsmeier, James, Ed.
Experiential Learning in Schools and Higher Education.
PUB DATE- 95
NOTE- 472p.; For companion volume on the theory of experiential education, see RC 020 223.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Change; *Educational Practices; *Educational Principles; Educational Research; Educational Strategies; Elementary Secondary Education; *Experiential Learning; Higher Education; *Learning Activities; Outdoor Education; Program Descriptions; Program Development; *Relevance (Education); Theory Practice Relationship
IDENTIFIERS- Service Learning

This anthology is a compilation of 59 articles that includes items previously published in the "Journal of Experiential Education" and presentations given at conventions of the Association for Experiential Education. Based on John Dewey's belief that "all genuine education comes through experience," this book aims to inform educators, administrators, and researchers in schools and institutions of higher education as they seek to put experiential education into practice. Section One covers theoretical assumptions, experiential curriculum design, and the place of experiential education in national school reform efforts. Section Two includes articles on community service and service learning, outdoor and environmental education, internships, apprenticeships, and working in multicultural and cross-cultural settings. Section Three examines applications of experiential education in the classroom, including general educational strategies, history projects, mathematics and science projects, language arts activities, working with special populations, cooperative learning, games, and working with young children. Section Four covers experiential components in college courses, teacher education, research and evaluation methods, and summaries of awardees were found to be highly successful and there is compelling evidence to suggest that VPW made a significant contribution to the success of the awardees. (LZ)

ED 385 434 SE 056 506

Zeidler, Dana L.
Of Maggots and Saints: The Central Role of Fallacious Thinking in Science Teacher Education.
PUB DATE- Mar 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science and the National Science Teachers Association (Philadelphia, PA, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; Elementary Secondary Education; Higher Education; *Instructional Improvement; *Misconceptions; *Persuasive Discourse; *Science Instruction; Science Teachers; *Scientific Concepts; Teacher Education

This paper provides a framework for examining the role of argumentation and thinking and is consistent with the research on pedagogical and theoretical misconceptions. The focus is on presenting a framework to discuss and illustrate how argumentation is related to social thinking (dialogic reasoning) and conceptual change, and provide common examples of fallacious argumentation with an emphasis on socio-scientific reasoning. These include: (1) validity concerns; (2) naive conceptions of argument structure; (3) effects of core beliefs on argumentation; (4) inadequate sampling of evidence; and (5) altering representation of argument and evidence. Further, the role of anomalous information in changing pedagogical and conceptual misconceptions is addressed. Hypothetical samples of students' thoughts for analysis which exhibit various fallacious arguments and thinking and implications for science teaching are included. Contains 44 references. (LZ)

ED 385 435 SE 056 558

Magnusson, Shirley; And Others
The Relationship between Teacher Content and Pedagogical Content Knowledge and Student Content Knowledge of Heat Energy and Temperature.
PUB DATE- Mar 92
NOTE- 40p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 8; Junior High Schools; *Knowledge Base for Teaching; Middle Schools; *Outcomes of Education; Science Activities; Science Instruction; *Science Teachers; Student Surveys
IDENTIFIERS- *Microcomputer Based Laboratories; Teacher Surveys

The purpose of this study was to examine the relationship between science teacher knowledge and changes in student content knowledge after students experienced microcomputer-based laboratory (MBL) instruction about heat energy and temperature. Investigation of teacher knowledge included evaluation of content knowledge and pedagogical content knowledge. The teachers' MBL instruction was described in terms of the type

Government Today: The Legislative and Executive Branches." Unit 4 explains "Federalism: State and Local Government." Unit 5 addresses "Comparative Governments, with Emphasis on Totalitarianism." Unit 6 analyzes "Contemporary Issues in the World Today." Resource materials and suggested activities are included. (EH)

ED 385 454   SO 024 728

Ray, Douglas, Ed.; And Others
Education for Human Rights. An International Perspective. Studies in Comparative Education.
PUB DATE- 94
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Activism; Civil Liberties; *Comparative Education; Cross Cultural Studies; Foreign Countries; International Education; International Educational Exchange; International Organizations; Social Action
IDENTIFIERS- Asia; Canada; Europe

This book presents theoretical studies and national experiences of how education might respond to war, natural catastrophes, or disease, thereby making people more aware and successful at managing difficult situations. The volume's 15 authors, drawn from many parts of the world, deal with human rights (especially those of women, children, minorities, and indigenous populations), equality of educational opportunity, cultural values, social responsibility, international understanding, cooperation, and peace. Following an introductory chapter by Douglas Ray, papers and authors are listed as follows: "Rights, Education, and the Evolution of the Curriculum" Canada (Douglas Ray); "Cultural Values and the Free Development of Personality" Canada (David Radcliffe); "Toward an International Definition of Education for Social Responsibility" Canada (Douglas Ray); "The Distinction between Education about Peace and Development and Value-Centred Education Intended To Promote Them" Norway (Birgit Brock-Utne); "Educational Rights: Perspectives and Practices in China" China (Zhou Nan-Zhao); "Education in India" India (Malavika Karlekar); "Education in Viet Nam: The 'Great Power' Intervention and Its Aftermath" Canada (Dien Tran); "Education in Sudan: Diversity and Adversity" United Kingdom (Assa Ibrahim); "Education in the United Republic of Tanzania: An Experiment in African Social Democracy" United Republic of Tanzania (Ruth Malisa); "Human Rights in Education: The Czech and Slovak Experience" Czech Republic (Vlastimil Parizek); "Russian Education for International Understanding, Co-Operation and Peace, and Education To Promote Human Rights and Fundamental Freedoms" Russian Federation (Natalia Voskresenskaya); "Top-Down, Bottom-Up and from Within Perspectives on Education for Democracy" Norway (Magnus Haavelsrud); "Educational Issues in the Reunified Germany" Canada (Douglas Ray and Dien Tran); "Multicultural and Global Education in Canada" Canada (Ratna Ghosh); "Indian Education and Rights in Peru: The Search for Equality" Peru (Maria Amelia Palacios Vallejo); "Colombia: A Collection of Schooling Offering Children an Opportunity to Realize Their Full Potential" Colombia (Beatriz Franco); and "Curriculum Planning for Personal Economic Independence: Some Insights from Trinidad and Tobago" Canada (Norrel A. London). (RJC)

ED 385 455   SO 024 838

presenting its historic background, the nature of the material and its working characteristics, and methods and processes for working with the material. Chapter 4, "Designing and Planning Sculpture," looks at design concept and use of armatures. In part 2: "Getting to Work," a variety of project lesson plans are given for working with each medium in the creation of the following objects: chapter 5, "The Mask"; chapter 6, "The Headpiece"; chapter 7, "Creatures Real and Imagined"; chapter 8, "Puppets"; chapter 9, "The Human Figure"; chapter 10, "Construction and Assemblages"; and chapter 11, "All the World's a Stage." The book concludes with sources for materials, a glossary, and an index. Contains 13 references. (MM)

ED 385 475   SO 025 107

Grauer, Kit, Ed.
International Perspective on Assessment & Evaluation of Visual Arts Education.
PUB DATE- May 94
NOTE- 21p.; For related theme issues, see SO 025 108-110.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Cultural Pluralism; Elementary Secondary Education; *Evaluation; Foreign Countries; Higher Education; Measurement Objectives; Measures (Individuals); *Visual Arts
IDENTIFIERS- Netherlands

The articles in this volume explore various conceptions of assessment and evaluation and the ramifications of these perspectives in a number of countries across many diverse art educational settings. Kit Grauer introduces the theme in "An Editorial: Values and Evaluation." In "International Perspectives on Evaluation and Assessment of Visual Arts Education: A Report from the INSEA Bosschenhoofd Conference", author Doug Boughton gives an indication of the contrast of ideologies and cultural differences that surface when questions of assessment and evaluation are raised. Enid Zimmerman, in "Authentic Assessment Does Not Always Mean Equitable Assessment", is concerned that issues of pluralism and diversity are taken into account when developing authentic assessment in the visual arts. Related articles are: "Art/Design within the International Baccalaureate: What It Is, and How Do We Evaluate Such a 'Fuzzy' Subject" (F. Graeme Chalmers); "How High School Teachers Conduct Assessment in the Arts" (Ronald N. MacGregor); and "New Developments in Art Assessment in the Netherlands" (Diederik W. Schonau). Following the articles are reports from various International Society for Education Through Art (INSEA) members and world councilors. (MM)

ED 385 476   SO 025 108

Grauer, Kit, Ed.
Art Education for Children in Crisis.
PUB DATE- Aug 94
NOTE- 29p.; For related theme issues, see SO 025 107-110. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; *Art Therapy; Childrens Art; Crisis Intervention; Earthquakes; Elementary Secondary Education; Emotional Adjustment; Emotional Experience; Emotional Response;

derived from theories of discourse and communication which required the teachers to analyze classroom texts in a manner consistent with theory and following the criteria for successful communication as they deliberated and evaluated the materials. Text books were also evaluated according to these criteria. The problem addressed was that of inspiring the attitude of content area teachers toward teaching students to learn from text. The purpose of the study was to determine the effect of a specific instructional approach upon teacher attitude. Fifteen inservice teachers were pre-tested on an attitude survey and then participated in a 10-week seminar that featured an instructional dialect and the evaluation of texts. At the end of the seminar, teachers again responded to the attitude survey. Results of the study indicated that content area teacher attitude toward materials and teacher role can be improved through critical inquiry. It is recommended that the curricula inquiry procedures given in this study be included in the methods course for content area teachers. Two appendices provide the attitude inventory toward teaching students to learn from texts in the content areas, and a schema of a critical curriculum. (Contains 13 references.) (ND)

ED 385 496   SP 036 117

Manners, Pamela A.; Smart, David J.
Moral Development and Identity Formation in High School Juniors: The Effects of Participation in Extracurricular Activities.
PUB DATE- Apr 95
NOTE- 70p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Athletics; Ethics; *Extracurricular Activities; Grade 11; High Schools; High School Students; Longitudinal Studies; Minority Groups; *Moral Development; *Moral Values; Music Activities; *Personality Development; Social Cognition; Values
IDENTIFIERS- *High School Juniors; *Identity Formation

The research described in this paper is from the fifth year of a 6-year longitudinal study investigating psychosocial and demographic factors associated with a wide range of behaviors among adolescents. The present analyses investigate the relationship between students' participation in extracurricular activities (athletic teams, musical groups, and school clubs) and their moral reasoning level and identity status. Participants were 209 high school juniors from a medium-sized southeastern town. Students' levels of moral development were assessed by the Sociomoral Reflection Objective Measure (SROM); their levels of identity achievement, moratorium, foreclosure, and diffusion in the interpersonal and ideological domains were measured by the Extended Objective Measure of Ego Identity Status (EOM-EIS). Findings indicated that students' ability to make mature moral judgments appears to be unaffected by their extracurricular activities; membership in school clubs is related to higher levels of ideological identity achievement and lower levels of ideological moratorium and diffusion; girls are more likely than boys to score high on identity achievement; race influences moral reasoning level and identity achievement; membership in the school band or chorus is unrelated to identity formation; students who do not participate in any of the activities studied were high on both

Levin, Sarah
Employees on the Move!
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Employee Absenteeism; *Employee Attitudes; Employer Employee Relationship; Health Needs; *Health Promotion; *Health Related Fitness; Physical Activities; *Physical Recreation Programs; Productivity; Work Attitudes
IDENTIFIERS- *Employee Fitness Programs; *Employee Health; Risk Reduction

This paper describes a method for designing, implementing, and evaluating a work-site physical activity campaign aimed at employees who are currently sedentary in their leisure time. Inactivity is a major but modifiable risk factor for coronary heart disease. Increasing the activity levels of underactive adults would have a positive impact on public health. Worksites provide an effective channel for reaching a large proportion of the sedentary population, as most adults spend approximately 8 hours of their day at their place of employment. By targeting the least active segment of the work force, the greatest benefits will be realized, not only by the individuals but by their employers as well. Worksites that effectively promote physical activity can expect to see increased productivity and employee morale, and decreased absenteeism and health insurance costs. Step-by-step procedures and important factors are outlined including: (1) conducting a needs assessment; (2) using Baranowski's Syntheoretical Model (Baranowski, 1992) to develop the theoretical framework for the campaign; (3) sample activities, such as walking, beginner aerobics, backyard gardens, lunch-time sports, small behavioral changes, and supervisory support; (4) strategies for promoting the campaign among employees; (5) achieving sustainability for the campaign; (6) evaluation, including process evaluation, income measures, and outcome measures; and (7) practical considerations for the success of the campaign. (Contains 11 references.) (ND)

ED 385 514 SP 036 135

Kim, Dong-il; And Others
Classroom Practices That Enhance Students' Sense of Community.
PUB DATE- Apr 95
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Elementary Education; Elementary School Students; Group Activities; *Group Experience; *Student Attitudes; Student Behavior; *Teacher Attitudes; *Teaching Models
IDENTIFIERS- *Sense Of Community

This study investigates sense of community as a central integrating factor promoting students' attachments to school and thereby their striving to adopt the school's norms and values. Data from observations of 232 elementary classrooms and from student questionnaires were used to test a model linking teacher classroom practices to students' sense of the classroom as a community (assessed by questionnaire) through intermediate self-efficacy, and served to reinforce application of techniques in the classroom. Implications for the use of the FOCUS model, in addition to further research, are discussed. Appendixes contain figures illustrating the FOCUS model, research questionnaire, technique definitions, and a figure showing stages of perceptual outcomes. (Author/JB)

ED 385 531 SP 036 155

Silins, Halia; Murray-Harvey, Rosalind
Quality Schooling versus School Performance: What Do Students and Teachers Think?
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Educational Quality; Foreign Countries; High Schools; High School Students; Learning Processes; Secondary School Teachers; Self Concept; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Australia (Adelaide)

This study examined the potential of indicators such as student learning approaches, student self-concept, and attitudes to school life to discriminate between high and low performing secondary schools as categorized by external achievement measures. The sample consisted of 10 Adelaide (South Australia) schools: 5 of the highest performing schools and 5 of the lowest performing schools ranked by the number of university places offered to school graduates. About 90 Year 11 students from each school completed questionnaires administered in the penultimate term of the school year. Students provided data on their self-concept, attitudes towards school, and approaches to learning. Approximately 20 teachers from each school provided data on school organization and leadership, and perceptions of school outcomes related to their own performance, student performance, school culture, and the curriculum. Analysis found no significant differences overall between high and low performance schools on students' approaches to learning. However, students in the academically successful schools were found to have more general satisfaction with school life, higher feelings of adequacy in interactions with teachers, and higher sense of prestige. Teachers in high performance schools saw their school's leadership as bureaucratic, task and policy driven, and reacting to change independently of staff needs and concerns. These results indicate that high performance schools are more likely to provide quality schooling than low performance schools; high achieving schools provide a context for working and learning that is more effective across a range of school outcomes. The appendix contains 6 additional tables. (Contains 31 references.) (JB)

ED 385 532 SP 036 156

Standards, Procedures, and Policies for the Accreditation of Professional Education Units.
PUB DATE- 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Item Banks; Standards; Test Construction; Test Format; *Testing Problems; *Test Items; Test Length
IDENTIFIERS- Large Scale Assessment; *Large Scale Programs; Parallel Test Forms

As adaptive testing moves toward operational implementation in large scale testing programs, where it is important that adaptive tests be as parallel as possible to existing linear tests, a number of practical issues arise. This paper concerns three such issues. First, optimum item pool size is difficult to determine in advance of pool construction. Retrospective results are analyzed for five operational pools; these analyses indicate that item pools of the size and quality of six to eight linear tests are adequate to support adaptive tests of roughly half the length of a parallel linear test. Second, item pools may not support sufficiently low exposure rates for items or a sufficiently small amount of test overlap to maintain test security when testing is conducted on a continuous basis. Various simulations suggest that multiple pools which can be chosen randomly before adaptive testing begins provide a satisfactory solution. Finally, over time it will be necessary to refresh or replace operational item pools. Issues that must be considered in refreshing or replacing item pools are discussed and guidance is given for establishing benchmark values from initial pools as standards that must be met for adaptive test from new pools to be considered parallel to adaptive tests from existing pools. (Contains 5 tables and 18 references.) (Author)

ED 385 552 TM 023 968

Emmerich, Walter; And Others
The Development, Investigation, and Evaluation of New Item Types for the GRE Analytical Measure. GRE Board Professional Report No. 87-09P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Aug 91
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construct Validity; Correlation; Evaluation Methods; Sex Differences; Test Construction; *Test Items; *Thinking Skills; *Verbal Tests
IDENTIFIERS- *Analytical Tests; Confirmatory Factor Analysis; Exploratory Factor Analysis; *Graduate Record Examinations; Item Wording; Item Writing

The aim of this research was to identify, develop, and evaluate empirically new reasoning item types that might be used to broaden the analytical measure of the Graduate Record Examinations (GRE) General Test and to strengthen its construct validity. Six item types were selected for empirical evaluation, including the two currently used in the GRE analytical measure. Two experimental batteries, one using a three-option format and the other, a multiple yes-no format, were administered to 2 samples of approximately 370 examinees each. Item analyses and analyses of sex differences, criterion-related validity, and relationships of the experimental item types to the current GRE measures were conducted. All but one of the experimental item types exhibited promise for strengthening the GRE analytical measure, and even the one

IDENTIFIERS- Multidisciplinary Education; Praxis Series; Subject Content Knowledge; *Test Specifications; *Transportability

A transportability study was conducted to determine if multidisciplinary knowledge necessary for elementary school teachers was also relevant for newly licensed (certified) secondary school teachers. The results of the study may be used to study the possibility of developing a test of multiple subjects for all teachers. Form 1 of the Education in the Elementary School job analysis previously developed for elementary school teachers was modified to make it appropriate for administration to a national group of secondary school teachers in middle, junior, and high, or comprehensive secondary schools. The revised knowledge inventory, a measure of multidisciplinary knowledge, was sent in survey form to 5,100 secondary school teachers across the United States. Respondents were asked to rate the individual knowledge statements using a five-point importance scale. Frequency distributions across background information categories, mean importance ratings, and correlations of mean ratings among subgroups were performed. Of the 140 statements in the inventory, 56 (40%) fell below the cutpoint for one or more relevant subgroups. The 84 statements that were identified as important should be used as the foundation for test specifications. Six appendixes contain the survey and supplemental information about responses and respondents. Nine tables present survey findings. (Contains five references.) (SLD)

ED 385 572 TM 024 010

McPeek, W. Miles; Wild, Cheryl L.

Identifying Differentially Functioning Items in the NTE Core Battery.

PUB DATE- Oct 92

NOTE- 116p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; Blacks; Elementary Secondary Education; Evaluation Methods; Females; Hispanic Americans; *Identification; *Item Bias; Males; Racial Differences; Sex Differences; *Teacher Evaluation; *Test Items; Whites

IDENTIFIERS- *Mantel Haenszel Procedure; *NTE Core Battery; Research Replication

The use of the Mantel-Haenszel statistic was investigated as a methodology for identifying differentially functioning items on the NTE Programs Core Battery. Retrospective analyses of the data collected over a 3-year period are reported for Black/White, Hispanic/White, and female/male comparisons in 50 samples ranging from 88 to 23,773 teacher candidates. The samples cover the three tests that comprise the Core Battery: Communication Skills, General Knowledge, and Professional Knowledge. Replicability of differential item functioning values from two administrations based on correlational data was modest to high, with the greatest replicability found in the largest samples. Results were less consistent when only the items identified as being differentially difficult were considered. Generally, 6 to 9% of the items were identified as being differentially difficult per comparison, with a greater number of items flagged in female/male analyses than in Black/White or Hispanic/White analyses. There was little overlap in the items flagged among the three different analyses. Due to the small number of items studied and the post hoc nature of the sample mean the findings should be considered

Scholastic Aptitude Test (SAT) are summarized and their principal findings discussed. Some additional studies, that have been completed since these summaries were reported, are considered and linked to the summaries. The four major meta-analyses considered are those of: (1) Messick and Jungeblut, 1981; (2) DerSimonian and Laird, 1983; (3) Kulik, Bangert-Drowns, and Kulik, 1984; and (4) Becker, 1990. Taken together, these studies indicate that the effects of coaching, special test preparation, are somewhat greater for the more curriculum-related mathematics section of the SAT than the verbal section. Longer coaching programs tend to yield somewhat greater effects, but simply doubling the effort does not double the effect. It is also apparent that the estimation of coaching effects depends on the degree to which spurious effects are controlled (e.g., regression, self-selection, noncomparable scores, differential motivation). In general, recent studies are consistent with the meta-analytic summaries. Those who seek coaching for the SAT should consider not only expected benefits, but also the cost in terms of time and money. Two tables summarize study findings. (Contains 30 references.) (SLD)

ED 385 594   TM 024 042

Dwyer, Carol Anne; Villegas, Ana Maria
Guiding Conceptions and Assessment Principles for The Praxis Series: Professional Assessments for Beginning Teachers(TM).
PUB DATE- Jan 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; *Beliefs; Cognitive Style; *Educational Assessment; Elementary Secondary Education; Knowledge Base for Teaching; Learning; Licensing Examinations (Professions); Professional Development; Teacher Certification; Teacher Evaluation; *Teaching Methods; *Test Construction
IDENTIFIERS- Performance Based Evaluation; *Praxis Series; *Subject Content Knowledge

This paper discusses underlying beliefs about teaching that are related to the assessment of prospective teachers and elucidates some basic beliefs that are guiding the development of new types of assessments for new teachers. These new assessments are called "The Praxis Series: Professional Assessments for Beginning Teachers(TM)." Differences among learners are of critical importance in the teaching-learning process. In addition to the different requirements of different students, there are different requirements for teaching different subjects. Teachers need to develop an instructional repertoire and skill in selecting appropriate procedures from this repertoire. In constructing the Praxis Assessments, teaching tasks have been grouped into four broad domains for discussion, analysis, and assessment: (1) organizing content knowledge for student learning; (2) creating an environment for student learning; (3) teaching for student learning; and (4) teacher professionalism. Each task domain must be examined from thought and action perspectives. This view of teaching and learning has implications for any assessment construction and implementation, but especially for the performance-based assessments that will be a component of The Praxis Series. An appendix lists 12 learner-centered psychological principles. Two figures illustrate the domains. (SLD)

ED 385 595   TM 024 043

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Anger; Communication (Thought Transfer); Conflict Resolution; Creativity; Emotional Response; Interpersonal Relationship; *Problem Solving; *Skill Development; Social Change; *Training; Violence; *Young Adults
IDENTIFIERS- *Mediation Techniques

A training program is presented for helping teenagers and young adults deal creatively with interpersonal conflict and violence. It explores the dynamics of anger, hurt, conflict, communication, cooperation, and assertiveness as it teaches listening, mediation, and conflict-defusing skills. The manual consists of 10 sections, 8 of which form the 60-hour, 24-session training course. The Introduction and "Training for Trainers" are separate from the session descriptions in the course, but are vital reading for the trainers and a prerequisite to leading the course. Each of the eight course sections focuses on a different aspect of conflict and identifies skills and techniques for confronting and dealing with it. The first six course sections are practical. Each is named according to the stages a fire goes through before becoming a blaze. The analogy with fire throughout provides a clear and direct means of representing conflict that young people can understand. The seventh section, "Mediation," concentrates on mediation as a tool for conflict resolution and reconciliation. The eighth section, "Social Change," looks at the positive potential of the fire analogy within the context of social change and community action. Twenty reproducible handouts complement the 95 exercises presented in the course sections. (SLD)

ED 385 615   UD 030 503

Grannis, Joseph C.; Springer, Carolyn M.
The Full-Year Attendance of Community Achievement Project Students in the Teachers College Evaluation Sample for 1992-93: A Follow-Up Study.
PUB DATE- Jul 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; Community Involvement; *Dropout Prevention; *Educational Change; Educational Trends; Elementary Secondary Education; Program Evaluation
IDENTIFIERS- New York City Board of Education

In 1992-93 the United Way was managing the participation of community-based organizations in the New York City Board of Education's dropout prevention effort. The Teachers College of Columbia University was asked to undertake an evaluation of this program, the Community Achievement Project in the Schools (CAPS). A follow-up to the original evaluation, the present study used full-year attendance data for both the 1991-92 and 1992-93 school years. Data were obtained for over 90 percent of the 640 students in the original evaluation sample. Analyses of the proportions of students in various subsamples whose attendance improved, stayed the same or did not improve found different results for different samples. In general, CAPS did not meet its goal of attendance improvement from at least 50

Learning; *Teacher Guidance; *Teacher Student Relationship

This guide illustrates how 14-, 15-, and 16-year-old students can be encouraged to explore and experiment with foreign language learning, developing an increasing awareness of register and idiom and moving from simple to complex uses of language, in the British National language learning system that focuses on the target language. Examples from successful classroom practice demonstrate how progression can be built into the teaching program by gradually extending the range and quality of learning opportunities offered and the sharing of high expectations with the learners. There is much to be gained by involving learners, such as discussing ways in which to improve the quality of their learning environment and negotiating ways in which to promote more spontaneous use of the target language. Some strategies can be quickly implemented, as in wall displays; others take more longterm planning. The real challenge of keeping on target is the development of independence in the learners. French and German examples illustrate the process discussed. (NAV)

ED 385 169 FL 800 867

Family Literacy: Building a Partnership Among Families, Communities, and Educators.
PUB DATE- 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; *Adult Literacy; Bilingualism; Daily Living Skills; English; English (Second Language); Excellence in Education; Family Programs; *Family Relationship; Immigrants; *Instructional Design; Instructional Materials; *Intergenerational Programs; Introductory Courses; *Literacy Education; Native Language Instruction; Program Descriptions; Program Design; Program Development; Program Implementation; Publications; Second Language Instruction; Spanish Speaking; Story Telling
IDENTIFIERS- *Family LIteracy

This special issue of the newsletter "BEOutreach" focuses on the theme of family literacy program design and implementation. Articles address these topics: the influence of language and literacy on relationships within families and between families and schools; innovative approaches to family literacy that emphasize excellence; examples of effective program implementation in California communities, including a program in parenting and literacy, a rural program for both Spanish and English speakers, and one for migrant parents; designing instruction for adults in basic literacy instruction; an adult literacy project for recent immigrants, conducted in cooperation with Mexico; critical issues in literacy education for bilingual adults; trends in state and federal policy; intergenerational story-telling; a life skills curriculum in sheltered English; and a study of Korean parental attitudes toward bilingual education. Reviews of new materials and publications, professional notes and announcements, and a story are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 170 FL 801 006

Rubin, Joan; And Others
English Works!
PUB DATE- 95

tutorial program while another twelve received traditional lectures on the subject material. Posttest results indicated no significant differences between the two instructional conditions. (Contains 18 references.) (MDM)

ED 385 188 HE 028 454

Gmelch, Walter H.; Gates, Gordon S.
The Stressful Journey of the Department Chair: An Academic in Need of a Compass and Clock.
PUB DATE- Apr 95
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Age Differences; *College Faculty; *Department Heads; Higher Education; Job Satisfaction; Multiple Regression Analysis; National Surveys; Research Universities; Role Conflict; Role Perception; School Attitudes; Sex Differences; *Stress Management; *Stress Variables

This study examined the relationship between five stress factors (faculty role, administrative relationship, role ambiguity, perceived expectations, and administrative task) and specific personal, positional, and organizational variables in relation to their effect on the roles of department chairpersons. Using a chair stress index, administrative role questionnaire, chair task inventory, general information questionnaire, and an organizational and departmental ratings questionnaire, 523 department chairs at research and doctorate-granting universities throughout the United States were surveyed. The study found that the less role ambiguity as well as role conflict, and the more satisfaction chairs derived from their position, the less stress they tended to experience. Chairpersons who rated their institutions highly experienced lower levels of faculty role stress, administrative relationship stress, role ambiguity stress, and administrative task stress than chairs who did not. Multiple regression analysis showed that three independent variables (intrinsic reasons for accepting the position, total satisfaction with the position, and role conflict) had a significant role on faculty role stress. Age, years of experience, and gender were found to have little effect on chairperson stress. (Contains 86 references.) (MDM)

ED 385 189 HE 028 455

Schmidt, Henk G.; Moust, Jos H. C.
What Makes a Tutor Effective? A Structural Equations Modelling Approach to Learning in Problem-Based Curricula.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Allied Health Occupations Education; *Causal Models; College Faculty; College Students; Discussion (Teaching Technique); Educational Methods; Foreign

This study sought to determine the effects of prior knowledge on the achievement of undergraduates in an economics course at the Open University of the Netherlands (OuN). A total of 49 law and 39 economics students were given 4 instruments to test prior knowledge of economics, presented with a learning unit from the course "Economics and Money," and then post-tested on subject mastery. Multiple regression analysis of the results demonstrated that prior expertise accounted for 16 to 17 percent of the variance in posttest scores. The results indicated that study time was not a relevant independent variable and did not help explain variance in posttest scores. (Contains 16 references.) (MDM)

ED 385 209 HE 028 477

Wagemans, L. J. J. M.; And Others
Quality and Impact of Expertise in Economics: A Replication Study with Ou Students.
PUB DATE- 91
NOTE- 23p.; For related documents, see ED 364 699, ED 364 671, and HE 028 474-478.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Students; *Economics; Foreign Countries; Higher Education; Knowledge Level; Law Students; *Prior Learning; Self Evaluation (Individuals)
IDENTIFIERS- *Expertise; Open University (Netherlands)

This study sought to determine the effects of prior knowledge on the achievement of undergraduates in an economics course at the Open University of the Netherlands (OuN). A total the four law and seven economics students were given four instruments to test prior knowledge of economics, presented with a learning unit from the course "Economics and Money," and then post-tested on subject mastery. The results indicated that the second general measure of expertise, comprising the requisite test scores and the test scores for the subject-oriented expertise test, explained up to 42 percent of the variance in the posttest scores. Further analysis revealed that optimal requisite knowledge was an important component of student expertise. The study also found that the estimation of expertise level through self-assessment by the students was not very reliable. It is suggested that other dimensions, such as psychological and epistemological dimensions, can be put forward to analyze expertise. (Contains 20 references.) (MDM)

ED 385 210 HE 028 478

Dochy, F. J. R. C.; Valcke, M. M. A.
Knowledge Profiles of Economics and Law Students: An In-Depth Analysis of the Prior Knowledge State.
PUB DATE- 92
NOTE- 28p.; For related documents, see ED 364 699, ED 364 671, and HE 028 474-477.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Students; *Economics; Foreign Countries; Higher Education; Individual Differences; Knowledge Level; Law Students; *Prior Learning
IDENTIFIERS- *Dimensional Analysis; Open University (Netherlands)

This study sought to examine the nature and dimensions of prior knowledge among undergraduates in an economics course at the

ED 385 228 IR 017 238

Biemans, Harm J. A.; Simons, P. Robert-Jan
Computer-Assisted Instruction and Conceptual Change.
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; Concept Formation; Foreign Countries; Geographic Concepts; Intermediate Grades; *Learning Activities; *Learning Strategies; Pacing; Problem Solving; Reading Comprehension
IDENTIFIERS- *Conceptual Change

This study investigated the instructional conditions required to teach students how to initiate and employ learning activities aimed at conceptual change. The CONTACT-2 strategy (a computer-assisted instructional strategy for promoting conceptual change in the domain of physical geography) served as a starting point for a training procedure aimed at enhancing self-regulated learning. With the first experimental "scaffolding" condition, strategic support was gradually withdrawn per instructional step, while, with the second "scaffolding" condition, the number of steps was reduced as the training proceeded. Procedures for each experimental condition are outlined. Subjects were 65 fifth- and sixth-graders assigned to one of three groups: the experimental condition "scaffolding per instructional step," "scaffolding of the number of steps," and CONTACT-2 control condition. The effects of the between-subjects factor instruction on the quality of students' conceptions during seven training sessions were measured by means of idea questions, concrete problems that had to be solved by relating central concepts from the corresponding training text. Dependent variables concerned quality of conceptions, learning performance, and students' ability to initiate and employ learning activities aimed at conceptual change. Results indicated that scaffolding is a fruitful instructional approach to foster self-regulated learning aimed at conceptual change, provided that the scaffolding procedure is tuned to students' actual level of self-regulated learning: external control should not be faded until students are able and prepared to initiate and employ the required learning activities. When these conditions are met, it seems possible to design effective training procedures aimed at learning for conceptual change. Two tables and nine figures illustrate data. (Contains 38 references.) (Author/MAS)

ED 385 229 IR 017 239

Anderson, Susan E.; Harris, Judith B.
Educators' Use of Electronic Networks: An E-Mail Survey of Account-Holders on a Statewide Telecomputing System.
PUB DATE- 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

online courses, information was gathered on issues of design, instruction, and support. Other types of online courses are investigated. Through these investigations pedagogical, organizational, and institutional issues are identified to consider in the design, development, and implementation. Recommendations for teachers and learners considering online education courses are given and a research agenda is proposed. (Contains eight references.) (Author/MAS)

ED 385 246 IR 017 259

Langan, John; Flynn, Richard
Nebraska K-12 Internet Evaluation Progress Report and Executive Summary--18 Months.
PUB DATE- 30 Jul 95
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Computer Networks; Elementary Secondary Education; *Evaluation; Information Networks; Inservice Teacher Education; *State Programs; Surveys; Use Studies
IDENTIFIERS- *Internet; *Nebraska

World-wide communication, information gathering, and information sharing are possible through the Internet. Nebraska and its educational community are in the process of connecting to this resource. Fifteen Educational Service Unit (ESU) servers, located across the state, provide access to the Internet for almost all public K-12 schools. Currently, an evaluation team from the University of Nebraska at Omaha, in cooperation with the ESUs, is investigating the impact of the statewide effort to connect schools and teachers to the Internet. This summary and report are related to the first 18 months of a comprehensive 5-year evaluation process, which focuses on examining the general impact on teachers, students, and schools. A pre-training survey of all Nebraska ESUs (3,776 surveys) was conducted in order to provide an evolving baseline on Nebraska teachers who enter the ESU training process. Following training, in addition to a post-training survey (N=659), information was gathered from server data analysis, classroom observations, and teacher interviews. Each of the data sources were examined for related implications, with cross-referencing between sources conducted when appropriate. Implications from each data source are examined in the report. General implications include: (1) significant progress is being made for the implementation of statewide connectivity; (2) community interest is starting to parallel educational interest; and (3) Nebraska continues to play a national leadership role. Appendices provide: pre- and post-training survey; pre- and post- training survey graphs; Internet coordinator's data request form; innovative user electronic mail protocol; and innovative user interview protocol. (Contains 22 references.) (MAS)

ED 385 247 IR 017 260

Griffin, Irma Amado
Utilizing Computer and Multimedia Technology in Generating Choreography for the Advanced Dance Student at the High School Level.
PUB DATE- Dec 94
NOTE- 112p.; Master's Practicum Report, Nova Southeastern

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160),Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Education; Elementary School Students; *Folk Culture; *Library Services; Literacy Education; *Reading Programs; Recreational Programs; Story Reading; *Story Telling; Summer Programs; *Youth Programs
IDENTIFIERS- *Florida

The Florida Library Youth Program is an extension of the Florida Summer Library Program. Many libraries have wanted to provide programs for school-age children at times other than the traditional summer vacation, and this guide responds to their needs. The theme, "Once Upon a Tale," focuses on folklore, stories, and storytelling. The program is designed primarily for elementary school age children, and its purpose is to encourage library use for leisure and continued learning when school is not in session. The emphasis is recreational, and the focus is on reading and sharing, rather than on the number of books read. Sample public service promotional announcements and a school visit script are included. Stories are arranged in 10 sections, each with complementary activities and a bibliography. The story sections are: Family Tales, Fantastic Tales, Fractured Tales, Jump Tales, Knock Three Time, Naughty Tales, Perplexing Tales, Swallow Tales, Tall Tales, and Trickster Tales. A combined bibliography of 254 items repeats the titles in each section and gives price information as of 1994. A program evaluation form is included. (SLD)

ED 385 265 IR 055 541

Johnson, Debra Wilcox
Evaluation of the Role of the State Library of Florida in Youth Services.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 65p.; For the executive summary, see IR 055 553.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Library Planning; *Library Role; *Library Services; Program Evaluation; *Public Libraries; Users (Information); User Satisfaction (Information); Young Adults; *Youth Programs
IDENTIFIERS- *Florida State Library; Library Services and Construction Act

This report summarizes findings from the State Library of Florida's "Evaluation of Statewide Youth Services Program" project. The project was designed to assist the State Library of Florida in developing a long-range plan for youth services and to link the public library effort to "Blueprint 2000," the Florida education goals, and the federal Educate America Act: Goals 2000. In addition, the project provides a profile of the local public libraries' needs in youth services. There are five main sections. The first summarizes the findings about youth services needs and activities in local (Florida) libraries. Results from librarian and client (parents and caregivers, young adults, and children) focus groups are provided. The second section examines the role of the State Library in youth services. Focus group findings on the following roles are presented: FLYP (Florida Library Youth Program); training;

Vesper, Virginia
The Image of the Librarian in Murder Mysteries in the Twentieth Century.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Characterization; Females; *Fiction; *Librarians; Salaries; Sex Differences; *Social Attitudes; *Stereotypes; Technological Advancement
IDENTIFIERS- *Mysteries (Literature); *Twentieth Century

This document, which discusses the image of librarians in 20th century murder mysteries, suggests that the image initially evolved from an elitist spirit that was the result of the missionary zeal and cultural superiority of early librarians, and that the image of the old maid librarian was probably based on the reality that early women college graduates were forced to choose between marriage or career. Examples of the stereotyping of librarians in various murder mysteries are provided, in addition to later works that indicate the movement away from the stereotype. Topics include the difference between the portrayal of male and female librarians, the growth of concern about the librarian image, salaries, the image of the library director, and the entrance of technology such as online catalogs and online searching. (Contains 27 references.) (AEF)

ED 385 285 IR 055 569

Schmaranz, Klaus
The Hyper-G Information System.
PUB DATE- 31 May 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; *Computer Software Development; Databases; Foreign Countries; *Hypermedia; *Information Systems; *Online Searching; Technological Advancement
IDENTIFIERS- Boolean Search Strategy; Linkage

This paper provides a brief description of Hyper-G, the first second-generation hypermedia system. The first section identifies problems with first generation hypermedia systems. The following sections discuss the new concepts that are implemented in Hyper-G, including user accounts and billing, structuring of data, caching and replication, native document types, navigation, and editing and authoring. These concepts, such as a world-wide distributed network database, a separated link database and bidirectional links allow for highly sophisticated navigation and hyperlinks in all native document types such as hypertext, images, Postscript documents and even in movies, sound, and 3D scenes. Hyper-G also implements powerful search mechanisms, such as Boolean searching of titles, keywords, and fulltext with user-defined scope from one collection on one server to all servers worldwide. The system is compatible to first generation systems like Gopher and World Wide Web. (Author/AEF)

ED 385 286 IR 055 571

Khader, Majed J.
Glossary of Library and Information Science Terms.

performed more poorly than students statewide. Of the 1,129 SPC students who attempted the TASP Math test, for example, only 44% met the remediation standard and 126 students failed all 3 parts of the TASP. Case studies of three of these failing students revealed that in each case proper advisement could have directed the students to appropriate remedial courses that would have improved their chances for success. Finally, the faculty of the LC, which includes five professional developmental educators, participated in a process of Continuous Quality Management to improve instruction and have identified the need for greater availability of computers to enhance LC services. (June 1995 TASP data and a class reaction survey instrument are appended.) (KP)

ED 385 303   JC 950 370

Stewart, Billy; And Others
The Mississippi Community College Fellowship Program (MCCFP).
PUB DATE- Aug 95
NOTE- 21p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research (24th, Asheville, NC, August 6-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; College Presidents; Community Colleges; Fellowships; Higher Education; *Leadership Training; Management Development; *Professional Development; Program Evaluation; Program Improvement; Public Colleges; Seminars; *State Programs; Two Year Colleges
IDENTIFIERS- *Mississippi Community College Fellowship Program

The Mississippi Community College Fellowship Program (MCCFP), a project of the Department of Educational Leadership at Mississippi State University, is designed to assist in the identification, development, and training of the state's future community college leaders. Two participants are nominated by each of the 16 public community college presidents. The year-long program consists of the following activities: attending a leadership retreat; developing a service project and a professional development plan; attending the Phil Hardin Leadership Symposium; and participating in Community College Network Seminars. The effectiveness of the Fellowship program is evaluated by the participants each year through questionnaires. Based on information gathered from the initial class of 1994 Fellows, the following recommendations are included: (1) presidents should be encouraged to consider diversity when nominating fellows, and balance should be sought between vocational and academic administrators; (2) the program should be opened to private community colleges; (3) program auditing should be investigated; (4) a satisfactory/unsatisfactory grading option should be considered; (5) more time should be allotted for informal group activities; (6) current and retired community college presidents could be involved in the retreat as speakers, instructors, mentors, or guests at social events; (7) elected class representatives should be invited to assume leadership roles for two years following the retreat; and (8) travel expenses and honoraria for guest speakers and instructors should be included in the cost of future workshops. (The retreat agenda is appended.) (KP)

ED 385 304   JC 950 373

bibliography on responsibility; (5) a Responsibility for Learning planning document; (6) promotional materials from a poster session presented at a conference; (7) an issue of "Learning Connections," a newsletter about teaching and learning at SCC; (8) information on the "Wise-Choice" process, employability, learning journals; and (9) presentation handouts on the process. (KP)

ED 385 320 JC 950 393

Michigan Community Colleges Activities Classification Structure (ACS) 1993-94 Data Book.
PUB DATE- Feb 95
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Correctional Institutions; *Enrollment Rate; Enrollment Trends; *Expenditures; *Financial Support; Fringe Benefits; *Income; *Program Costs; Property Taxes; State Federal Aid; Tables (Data); *Teacher Salaries; Two Year Colleges

The data provided in this report were providing by Michigan's 29 community colleges and focus on the areas of instruction, personnel, revenues, expenditures, and the state funding formula. Section 1 includes tables providing historical data on state appropriations, unduplicated headcount, tuition charges, state equalized valuation, general fund revenues, job training/retraining investment funds, and at-risk student grants. Section II includes instructional data, including fiscal-year equated student (equalling 31 semester credit hours) by instrumental sub-activity and element; credit hours in prisoner education; student contact hours (SCH); and unduplicated student headcounts. Section III provides information on personnel ratios and percentages for the 29 colleges and 1 correctional institution. Section IV focuses on college revenues, including general fund revenue sources; tuition and fees; property taxes; and state aid. Section V offers expenditures information for general fund activity, average compensation, SCH cost by sub-activities, state average cost per SCH, salaries and fringe benefits, student services, physical plant expenditures, and energy costs per cubic foot. The final section offers Michigan's Community College funding formula. Highlights of the report include: (1) fiscal year equated students (FYES) decreased 5.4%; (2) unduplicated headcount per FYES ratio declined from 3.46 to 3.43; (3) general academic instruction showed a slight enrollment increase; (4) total faculty decreased by 4.8%; (5) part-time faculty decreased by 8.11%; (6) tuition and fee revenue increased by 45% over the decade; (7) local tax support showed a 51% increase since 1985; and (8) state aid increased 38% over the last 10 years. (A companion report provides course enrollment data.) Appendixes provide abbreviations used in tables and definitions, activities classification structure diagram, instruction activity diagram, activity definitions, and a map of Michigan public junior and community colleges. (KP)

ED 385 321 JC 950 394

Camacho, Julian
Compton Community College General Education Associate of Arts/Certification, Bilingual Immersion Program for the California State University System.

discusses the infectious diseases and immunizations of concern for day care providers. The book's second section examines the following specific infections in children: (1) diseases of the eyes and mouth; (2) ear infections; (3) meningitis, encephalitis, and other infections of the nervous system; (4) respiratory illnesses; (5) gastrointestinal diseases and hepatitis; (6) genital and urinary tract infections; (7) rashes and skin infections; (8) cytomegalovirus, herpes, and other congenital infections; (9) Acquired Immunodeficiency Syndrome (AIDS); (10) parasites; and (11) lyme disease and infection-related conditions. The four appendixes contain parent handouts on infectious diseases, instructions for proper hand-washing and diapering techniques, and a listing of additional resources. (AA)

ED 385 339 PS 022 822

Hamburg, David A.
Children and Youth--An Action Agenda. Speech Reprint Series.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *At Risk Persons; Child Health; Children; Early Childhood Education; *Early Intervention; *Economically Disadvantaged; Elementary Secondary Education; Parent Education; Poverty; *Poverty Programs; Prenatal Care; *Special Needs Students; Speeches; Substance Abuse; Violence; Youth Problems

This booklet contains an address presented before the Council of Advisors of the National Center for Children in Poverty, explaining the need for programs to help reallocate resources and energies to aid not only the disadvantaged but the country as a whole. Many issues related to aiding impoverished children are also discussed. The address includes discussions on: (1) the human development approach, which concentrates on helping the disadvantaged realize their latent talents; (2) the importance of prenatal care and parenting education; (3) the preschool years: early "family equivalent" interventions that emphasize disease prevention and health promotion as well as parent education; (4) studies of disadvantaged families and child development; (5) early school and middle school education--examples and key concepts; (6) adolescent behavior turned into a social advantage; and (7) prevention of substance abuse and violence. (SW)

ED 385 340 PS 022 843

ESEA: Framework for Change. Hearings on S. 1513 Entitled "Improving America's Schools Act of 1993," and Related Bill, before the Committee on Labor and Human Resources and the Subcommittee on Education, Arts and Humanities. United States Senate, One Hundred Third Congress, First Session (Washington, DC, March 2, 16, 18, 24, April 12, 14, 21, 26, and May 5, 1994; Chicago, IL, April 18, 1994).
PUB DATE- 94
NOTE- 718p.; Contains many pages of small print.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)

respondents said that someone in their household currently uses child care. Commenting on the survey results, a member of the Child Care Action Campaign suggests that although the American people understand the connection between child care and work, many members of Congress have not made this connection. The results of the national opinion poll on child care 1995 are included, along with the survey questions. (AP)

ED 385 360 PS 023 416

Segal, Marilyn; Franco, Pat
Culturally Competent Inservice Training for Home Visit Personnel.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the National Head Start Association's Annual Training Conference (22nd, Washington, DC, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Bias; Child Rearing; Cultural Activities; *Cultural Awareness; *Cultural Differences; Cultural Influences; Culture Conflict; Family Influence; Home Programs; *Home Visits; *Inservice Education; Program Descriptions; Program Design; Values
IDENTIFIERS- Cultural Literacy Test; Cultural Studies; Cultural Values; Family Values; *Home Visitors; Parenting Styles

This paper describes a culturally competent inservice training program for home visit personnel. The program is designed to help home visit personnel become more aware of their own beliefs and values, and develop an appreciation and respect for others' differences. The program is divided into three sections. Each section offers various activities that illustrate the purpose of that section. Section 1 focuses on reflecting on personal and family values and identifying personal biases. Section 2 focuses on recognizing differences between and within cultures and the ways in which families differ from each other. Section 3 is devoted to the practical aspects of making a home visit. Questionnaires, Q-Sort values and a list of home visit goal perceptions are appended. (AP)

ED 385 361 PS 023 417

Guerrero, Janis K.
Serving the Advanced Middle School Learner in the Heterogeneous Classroom.
PUB DATE- 18 Apr 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Curriculum Design; *Heterogeneous Grouping; Instructional Development; Instructional Materials; Intermediate Grades; Junior High Schools; *Middle Schools; *Special Education; *Special Education Teachers; Talent; Teacher Attitudes; Teaching Methods; Thematic Approach
IDENTIFIERS- Education Consolidation Improvement Act Chapter 2

Development; Early Childhood Education; *Educational Improvement; *Inservice Teacher Education; Kindergarten Children; Participative Decision Making; *Program Effectiveness; Teacher Student Ratio
IDENTIFIERS- *Developmentally Appropriate Programs; Metropolitan Achievement Tests

This study assessed the role of inservice programs in bringing more developmentally appropriate practices to the early childhood classroom. Training was intended to accentuate the teachers' role in effecting educational change. Through classroom observations and teacher feedback, the researcher and participating teachers developed a 3-year inservice education plan. The plan included summer institutes on organizing learning environments for children, monthly on-site coaching and meetings with teachers, and workshops. The purpose of these activities was to help teachers actively develop new strategies for working with children and to provide a forum for addressing teacher concerns. Through these experiences, teachers were able to initiate several changes in their classrooms: (1) reorganization of classrooms to support active learning; (2) decrease in the teacher-child ratio; (3) elimination of the Metropolitan Achievement test in kindergarten; and (4) development of a new kindergarten curriculum, a new parent handbook, and a new report card. Teachers gained an appreciation of their ability to implement change in their classrooms, developed a new awareness of themselves as learning facilitators, and reported that their students were happier and more active learners. Results indicate that long-term inservice training, based on a process model of teacher change, can positively alter structural, administrative, and teacher aspects of the educational process. (JW)

ED 385 380 PS 023 492

McDonald, Linda; Rogers, Linda
Who Waits for the White Knight?: Training in "Nice."
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Cognitive Development; Early Childhood Education; *Elementary School Students; *Females; *Kindergarten Children; *Moral Development; Parent Child Relationship; Peer Relationship; Primary Education; Private Schools; Sex Differences; *Sex Role; *Socialization; Student Attitudes; Upper Class

This study (part of a larger study of 104 boys and girls) examined the moral and cognitive development of 37 female elementary school students in an independent college preparatory day school in the midwestern United States. Six students (two each in kindergarten, grade 2, and grade 4) were interviewed for the study, which found that the girls in the study were practicing communal sense by taking their impressions and responses from the adults, friends, and institutions in which they participated, and constructing a schema for themselves based on their knowledge of mental and cultural relativism. The study found that girls as young as kindergarten age were already experiencing training for "nice." While boys were praised for their knowledge and giving the right answer, girls were praised for obedience and compliance.

Americans; *Minority Groups; Nonprofit Organizations; Scholarship Funds; *Scholarships; Secondary Education; *Student Recruitment
IDENTIFIERS- *National Action Council for Minorities in Engineer

This annual report of the National Action Council for Minorities in Engineering (NACME) overviews program activities for the year 1993. The goal of NACME is to increase the number of African Americans, Hispanics, and American Indians in the engineering workforce. NACME activities include educational research and public policy analysis, funding of higher education scholarships, program development, and distribution of educational materials. Specifically, the report addresses NACME strategies for meeting the needs of an increasing minority college-age population, funding scholarships to offset increasing costs of higher education, improving minority student retention in engineering programs, and increasing the pool of minority students who enter engineering school. The report also includes an overview of organizational activities for 1993; a financial report comparing data from 1992 and 1993; information about distribution of NACME scholarship programs among higher education institutions; data on minority enrollment and degrees granted in engineering beginning in 1973; and a listing of NACME donors. (LP)

ED 385 398 RC 019 726

Sackman, Gleason
SENDIT: North Dakota's K-12 Telecommunications Network.
PUB DATE- May 94
NOTE- 3p.; Paper presented at the Annual Conference on Rural Datafication (22nd, Minneapolis, MN, May 22-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; Computer Uses in Education; Elementary Secondary Education; *Information Networks; *Rural Schools; Shared Library Resources; Telecommunications
IDENTIFIERS- Internet; *North Dakota; *Telematics

SENDIT is a telecommunications network for North Dakota educators and students in the K-12 environment. Through SENDIT, both teachers and students have access to the Internet, and some of the isolation associated with the rurality of North Dakota has been diminished. SENDIT was developed by the North Dakota State University School of Education and Computer Center for use by school districts across the state. A variation of Cleveland Freenet's bulletin board system, FreePort, was installed on the SENDIT NeXT host computer in 1992. Dial-up access from terminals or personal computers to the host computer is available via 8 toll-free numbers (only in North Dakota), 6 local access lines, and local access lines at 6 county seats and all 11 higher education sites. SENDIT can also be accessed by those having telnet capabilities. Users can access over 150 forums and state, national, and international libraries; send electronic mail; and get new curriculum ideas from other teachers. Over 25 public libraries are members of the system and have the same access as the K-12 community. The system is very popular and useful for small town libraries. (TD)

ED 385 399 RC 019 824

Chance, Edward W.; LoBaugh, Larry

research and evaluation findings on experiential education. A combined reference list contains over 400 references. Includes author profiles and an index of original publication dates. (SV)

ED 385 416 RC 020 196

John, Patricia La Caille
Rural Education: January 1984-May 1994. Quick Bibliography Series: QB 94-46. Updates QB 92-15.
PUB DATE- Aug 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Agricultural Education; Annotated Bibliographies; Community Education; Distance Education; *Educational Change; *Educational Policy; Elementary Secondary Education; Higher Education; Program Development; *Public Schools; Resource Materials; *Rural Areas; *Rural Development; *Rural Education; Rural Schools; Special Education
IDENTIFIERS- *AGRICOLA

This bibliography contains 214 entries related to rural education. The entries were derived from the AGRICOLA database produced by the National Agricultural Library and include journal articles, extension bulletins, books, conference papers, and government reports. Entries cover topics such as agricultural education, adult education, colleges, community education, educational policy, rural education, educational programs, educational reform, distance education, special education, rural areas, public schools, and rural development. Each entry includes title, author, publisher, publication date, journal or conference information (where appropriate), language, descriptors, and the National Agricultural Library call number. Some entries contain an abstract. Also included are indexes by author and subject and information about interlibrary loan from the National Agricultural Library. (LP)

ED 385 417 RC 020 197

Baker, Richard
Los Dos Mundos: Rural Mexican Americans, Another America.
PUB DATE- 95
NOTE- 306p.; Chapter 9, "The Education Institution", has been separately analyzed, see RC 020 206. Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Anglo Americans; Case Studies; *Community Relations; Community Study; Educational Discrimination; Elementary Secondary Education; Ethnic Bias; Ethnic Discrimination; Ethnic Relations; Hispanic American Culture; Mexican American Education; *Mexican Americans; Migrant Workers; *Racial Relations; *Rural Areas; Small Towns; Social Class
IDENTIFIERS- Exploitation; *Idaho; *Institutional Racism

This book explores race relations between Mexican Americans and Anglo Americans in "Middlewest," a fictitious name for an actual rural Idaho community with the highest proportion of Mexican Americans in the state. Many Mexican Americans in this predominantly agricultural area are current or former migrant workers. The first chapter describes field research methodology and theoretical models. A racial definition of Mexican Americans is favored over an ethnic one as fitting better with and number of MBL activities conducted. The study sample consisted of experienced eighth grade teachers (n=6) and their students (n=22). Interview transcripts serve as the sole data source for the teachers and students in this study. Participants' knowledge was identified using prepositional analysis. The strongest evidence of a relationship between teacher pedagogical content knowledge and student content knowledge was between changes in student knowledge and the amount of a particular type of instruction. The relationship existed only with those activities that emphasized the distinction between heat energy and temperature. Nine tables present the data. (LZ)

ED 385 436 SE 056 572

Lacampagne, Carole B., Ed.; And Others
The Algebra Initiative Colloquium. Volume 1: Plenary and Reactor Papers.
PUB DATE- May 95
NOTE- 157p.; For volume 2, see SE 056 573.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Algebra; Conference Proceedings; *Educational Change; Elementary Secondary Education; Higher Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Teacher Education
IDENTIFIERS- *Reform Efforts

This volume contains the plenary or reactor papers presented at a conference on reform in algebra held in Leesburg, Virginia, December 9-12, 1993. Papers included are: (1) "Introduction" (C. B. Lacampagne); (2) "Summary" (C. B. Lacampagne); (3) "Recommendations" (C. B. Lacampagne); (4) "The Development of Algebra and Algebra Education" (V. J. Katz); (5) "Long-Term Algebra Reform: Democratizing Access to Big Ideas" (J. J. Kaput); (6) "Algebra in the K-12 Curriculum" (G. Burrill); (7) "What Is the Appropriate K-12 Algebra Experience for Various Students?" (J. Fey); (8) "Algebra at the College Level" (M. Artin); (9) "Algebra Initiative" (V. Pless); (10) "Algebra and the Technical Workforce" (H. Pollak); (11) "Reshaping Algebra to Serve the Evolving Needs of the Technical Workforce" (S. Garfunkel); (12) "A Cognitive Perspective in the Mathematical Preparation of Teachers: The Case of Algebra" (A. G. Thompson & P. W. Thompson); (13) "Preparing Teachers to Teach Algebra for All: Preliminary Musings and Questions" (M. Enneking); and (14) "Algebra for All: Dumbing Down or Summing Up?" (L. A. Steen). Appendices include the conference agenda; Conceptual Framework for the Algebra Initiative of the National Institute on Student Achievement, Curriculum, and Assessment; and a participant list. (MKR)

ED 385 437 SE 056 573

Lacampagne, Carole B., Ed.; And Others
The Algebra Initiative Colloquium. Volume 2: Working Group Papers.
PUB DATE- May 95
NOTE- 231p.; For volume 1, see SE 056 572.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Algebra; Conference Proceedings; *Educational Change; Elementary Secondary Education; Higher Education;

Hoge, John D.
A Retrospective on the Social Studies: The Year is 2015.
PUB DATE- Nov 94
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Educational Change; Educational Improvement; Educational Innovation; Elementary Secondary Education; *Futures (of Society); *Long Range Planning; Organizational Change; *Prediction; Public Policy; Social Change; *Social Studies; Standards; State Standards; Trend Analysis

This essay, set in the future, reflects on the national accomplishments in social studies of the past 20 years. Among the educational highlights noted include: (1) the implementation of national standards assessments with results showing that curriculum reform worked; (2) the successful change of social studies courses to an issues-focused orientation away from the traditional single-subject approach; (3) emphasis on higher order thinking and multidisciplinary-integrated instruction; and (4) instruction that emphasized reflective inquiry and student decision-making. In that future time some problems that remain will include drug abuse, child abuse, and credit abuse. Recommendations focus on the need to: (1) improve the flexibility and validity of the national standards tests; (2) improve the use of service-learning opportunities that grow naturally from issues-focused social studies instruction; (3) increase contact with social science scholars and their research; and (4) more clearly light the path to leadership for all who wish to participate to improve society. Contains nine references. (EH)

ED 385 456 SO 024 874

Stodolsky, Susan S.
The Subject Matters. Classroom Activity in Math and Social Studies.
PUB DATE- 88
NOTE- 196p.; For related documents, see ED 427 886, ED 276 614, and ED 242 412.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; Classroom Research; Grade 5; Instructional Design; Instructional Development; Instructional Effectiveness; Intermediate Grades; Mathematics Curriculum; *Mathematics Education; *Social Studies

Through observation of fifth-grade mathematics and social studies classes, this study reveals that subject matter, a variable often overlooked in recent research, has a profound effect on instructional practice. The study analyzes the interrelations among forms of instruction, levels of student involvement, and subject matter. The analysis challenges educational research showing that classroom activities are coherent actions shaped by the instructional context--especially what is taught. The research contradicts the received view of both teaching and learning as uniform and consistent arguing that individual teachers arrange instruction very differently, depending on

Foreign Countries; *Violence; Visual Arts; War
IDENTIFIERS- Bosnia and Herzegovina; California; Croatia

The articles in this volume reflect a resolution passed by the International Society for Education Through Art (INSEA) World Council to provide children with opportunities to work in the arts so that the healing process that the arts can foster can be initiated. The lead article in this issue, "Heart Goes towards the Sun: Work with Children Refugees and Displaced Children in Croatia and Central Bosnia" (Emile Robert Tanay), provides a glimpse of the powerful words and images that led to this resolution. Commentaries on this presentation are "On Confronting Violence through Art" (Jerome J. Hausman), and "War & Peace" (Debbie Smith-Shank). "In Times of War and Fear" (Britt-Marie Kuhlhorn), reminds people that it is not only current children's images that can be the impetus for learning in the art classroom. Kuhlhorn also focuses on the relationship of gender to artistic response as a research agenda worth pursuing. "Notes from the Epicenter" (Edie Pistolesi), describes the efforts to help children resolve the emotional upheaval suffered as a result of a destructive earthquake in Northridge, California. "Art Education for Children in Crisis" (Nancy Lambert), puts the final perspective on this theme by examining three recent publications. Lambert challenges teachers to listen to the children and help them to respond to crisis through their images. The articles are followed by reports and news from INSEA members from various world regions. (MM)

ED 385 477 SO 025 109

Grauer, Kit, Ed.
Art Teacher Education.
PUB DATE- Nov 94
NOTE- 29p.; For related theme issues, see SO 025 107-110.
Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Foreign Countries; Higher Education; *Teacher Education; *Teacher Education Programs
IDENTIFIERS- Brazil; Hungary; Japan; Taiwan; United Kingdom; Wales

This journal issue provides a cogent look at general issues in art teacher education, specific teacher education programs and particular agendas as they are played out in a number of different countries. The topic is introduced in the Editorial, "The Education of Educators: Art Teacher Education around the World" (Kit Grauer). Articles that follow are: "Reflections on Teacher Education Reform in the United Kingdom" (Rachel Mason); "Against the Current--Not Actually Drowning but Treading Water and Waiting for the Tide To Change" (John McNorton); "Art Teacher Training in Hungary: Preparing for Change" (Andrea Karpati; Emil Gaul); "Art Teacher Training in Japan" (Akio Okazaki); "Art Teacher Training in Taiwan, R.O.C." (Ann C. S. Kuo); "Brazilian Perspectives on Art Teacher Education" (Ivone Mendes Richter); "Triangular Learning: A Successful Educational Experience in Brazil" (Ana Mae Barbosa); and "NAEA Task Force on Teacher Education" (Lynn Galbraith). The articles are followed by reports and news from International Society for Education through Art (INSEA) members of various world regions. (MM)

ED 385 478 SO 025 110

Grauer, Kit, Ed.

interpersonal diffusion and ideological moratorium when compared to their classmates who reported membership in at least one group; and athletic team participation is related to identity foreclosure, particularly for males. Findings suggest that school clubs facilitate development in ways other activities do not, and that the high status afforded male athletes is detrimental to their overall psychological development. Data tables are included. (Contains 52 references.) (ND)

ED 385 497 SP 036 118

Gutstein, Eric H.; Mack, Nancy K.
Learning about Teaching for Understanding through the Study of Tutoring.
PUB DATE- Apr 95
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Fractions; *Individual Instruction; Intermediate Grades; *Knowledge Base for Teaching; Learning Strategies; Master Teachers; *Mathematics Instruction; Mathematics Teachers; *Reflective Teaching; Teaching Methods; *Tutoring; *Tutors
IDENTIFIERS- *Teaching for Mastery

This study, part of a larger study focusing on studying a human tutor to design a computer simulation of expert tutoring (i.e., a self-improving intelligent tutoring system), conducted a detailed analysis of one expert tutor's (Nancy Mack) tutorial actions as she attempted to help students learn fractions with understanding. As Mack tutored students in two different research studies, she guided students through fraction topics by drawing on her understandings of her students' understanding and her content knowledge, focusing instruction on the development of students' conceptual knowledge, and using discourse to continually assess students' knowledge and assist them in learning. Additionally, unexpectedly and on her own initiative, Mack used the analytic framework employed to study her tutoring to deepen her own understanding of her teaching. The results of the study suggest that Mack's tutorial actions were guided by the interrelationships between her instructional goals, content knowledge, pedagogical content knowledge, and knowledge of students' thinking with respect to the content domain. (Contains 23 references.) (ND)

ED 385 498 SP 036 119

Pailliotet, Ann Watts
Tensions of a Language and Ethnic Minority College Student during Teacher Preparation: A Case Study.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; Bilingual Teachers; Case Studies; *College Students; Conflict Resolution; *Cultural Awareness;

effect on students' classroom behavior. The model was generally confirmed and showed that teacher practices (including emphasis on prosocial values, elicitation of student thinking and expression of ideas, encouragement of cooperation, warmth and supportiveness, and reduced use of extrinsic control) were related to student classroom behaviors (including engagement, influence, and positive behavior), which in turn were related to students' sense of community. Teachers' encouragement of cooperative activities was particularly important in this sequence. The appropriateness of the model was tested for schools serving populations that were both high and low in level of poverty, and all estimates of parameters and relationships were found to be invariant across these groups. (Contains 27 references.) (Author/ND)

ED 385 515   SP 036 136

Furner, Joe
Planning for Interdisciplinary Instruction: A Literature Review.
PUB DATE- Apr 95
NOTE- 52p.; Paper presented at the Annual Meeting on Effective Classroom Teaching (Tuscaloosa, AL, April 26, 1995). Five pages of the appendix contain broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Instructional Development; Instructional Effectiveness; Integrated Curriculum; *Interdisciplinary Approach; Learning Strategies; Literature Reviews; Secondary Education; *Teaching Methods
IDENTIFIERS- *Instructional Models; Learning Across The Curriculum; *Multidisciplinary Education

The intent of this paper is to examine the current educational literature relevant to interdisciplinary instruction. Its focus is to provide educators with information to facilitate planning for effective interdisciplinary instruction, particularly at the secondary level. Current research literature indicates that using an interdisciplinary, or integrated, curriculum provides opportunities for more relevant, less fragmented, and more stimulating experiences for students. Various models and approaches towards this form of instruction are presented and the emergent patterns discussed. The research shows little qualitative and quantitative data on the effectiveness of interdisciplinary instruction and on how to plan for this form of instruction; much of the literature found relates to specific case studies of particular schools. The literature reveals five primary elements related to planning for interdisciplinary instruction: (1) the need for administration support, vision, and resources, as well as teacher commitment; (2) the identification of teams of teachers and students and the interdisciplinary model to be implemented; (3) an identification of the unit theme, including objectives, activities, and evaluation methods; (4) planning time made available for teachers as well as inservice training; and (5) the selection of a theme that centers around self and society. Interdisciplinary planning model samples are included in the appendix. (Contains 33 references.) (ND)

ED 385 516   SP 036 137

Russell, Gary F.; Shoare, Linda
Interactive Perceptual Psychology: The Human Psychology That

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Accrediting Agencies; Elementary Secondary Education; Evaluation Methods; Higher Education; Preservice Teacher Education; Professional Education; *Schools of Education; *Teacher Education Programs
IDENTIFIERS- *Accreditation Standards; *National Council for Accreditation of Teacher Educ

This volume contains the 20 standards and indicators against which professional education units (schools, colleges, or departments of education) are evaluated to determine their accreditation status. It also contains salient National Council for Accreditation of Teacher Education (NCATE) policies and procedures and an overview of NCATE's governance structure. Chapter 1, "Scope and Mission," covers NCATE activities and relationship with other agencies and details the scope of NCATE accreditation. Chapter 2, "NCATE Standards," describes the development of 1995 standards and the four categories of NCATE standards: design of professional education, candidates in professional education, professional education faculty, and the unit for professional education. Chapter 3, "Accreditation Procedures," covers application, preconditions, annual reports, third-party testimony, public announcement, initial review, continuing review, accreditation action, appeals, and description of a guide to accredited education units/ programs. Chapter 4, "Accreditation Policies," describes treatment of innovation and experimentation, representation to the public, fees, on-site review postponement, voluntary withdrawal, public disclosure, ethical guidelines for institutions, and complaint review. Chapter 5, "NCATE Relationship with States," describes a partnership program, participation of state authorities on in-state visiting teams, and reciprocity. Chapter 6, "Governance and Evaluation of NCATE," details governing boards, board of examines, guidelines for ethical and professional participation, confidentiality policy, and NCATE self-evaluation. Contains a glossary. (JB)

ED 385 533 SP 036 156

The Council of Europe's Work on Sport in 1994.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Adults; *Athletes; *Athletics; Children; Drug Abuse; Drug Use; *Drug Use Testing; Foreign Countries; Legislation; *Policy Formation; Public Policy; Violence; Volunteers
IDENTIFIERS- *Athletic Facilities; *Council of Europe (France); Europe; Spectator Sports; Sport Arena Management; Sport for All; Sport Management; Steroids

This publication contains documents from the official work of the Council on Europe and some of its committees on issues in sport, particularly spectator violence at sporting events, drug use among athletes, and sport and education policy. The first main section contains documents on the establishment of sporting event policies. The first of two parts concerns work on spectator violence, particularly at football (soccer) matches, which contain formal recommendations for measures to be taken by organizers and public authorities for high-risk exception appeared to be a possible item type for the GRE verbal measure. Different combinations of the item types were evaluated in a series of confirmatory factor analyses, supplemented by correlational analyses and an exploratory factor analysis. The study also provided evidence that the reasoning domain consists of two major subdomains: informal reasoning and formal-deductive reasoning. Nineteen tables present analysis results. Three appendixes give examples of the experimental item types, list participating test centers, and present correlation matrices. Appendix C contains eight tables. (Contains 41 references.) (Author/SLD)

ED 385 553 TM 023 970

Murphy, Richard T.
Educational Effectiveness of Sesame Street: A Review of the First Twenty Years of Research, 1969-1989.
SPONS. AGENCY- Children's Television Workshop, New York, N.Y.
PUB DATE- Oct 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Childrens Television; Educational History; Educational Objectives; Educational Research; Educational Television; Foreign Countries; *Instructional Effectiveness; Literature Reviews; *Mass Media Effects; *Preschool Education; Reading Readiness; Research Design; Research Methodology; *School Readiness; Synthesis
IDENTIFIERS- Australia; Canada; Israel; Mexico; *Sesame Street

Research studies that have focused on the educational effectiveness of "Sesame Street" are reviewed, and a summary and synthesis of research results are presented. Educational effectiveness is defined as effectiveness in areas related to beginning schooling and the early years of the child's formal education. From the more than 100 empirical studies of the impact of "Sesame Street," 16 were chosen because they collected data on individual children. On the whole, the studies with the strongest designs indicate that "Sesame Street" had a significant positive impact on the children in terms of the variables measured and relative to the children in other groups studied. In addition, the effect was large enough to have shown up in studies with very small samples. The research studies reviewed in this report indicate that "Sesame Street" has had a significant positive impact on the pre-reading and school-readiness skills of children in the United States, Australia, Canada, Israel, and Mexico. An appendix contains summaries of all 16 studies. (Contains 35 references.) (SLD)

ED 385 554 TM 023 971

Kim, Sung-Ho
An Extension of CART's Pruning Algorithm. Program Statistics Research Technical Report No. 91-11.
PUB DATE- 8 Apr 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algorithms; *Decision Making; Equations (Mathematics); Prediction; *Regression (Statistics)
IDENTIFIERS- *Binary Trees; *CART Computer Program; Graphic Representation; Pruning (Binary Trees)

exploratory. Appendix A contains item classifications, and Appendix B contains eight supplemental tables. (Contains 18 tables and 22 references.) (SLD)

ED 385 573 TM 024 011

Pomplun, Mark; And Others
An Initial Evaluation of the Use of Bivariate Matching in DIF Analyses for Formula Scored Tests.
PUB DATE- Nov 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Criteria; Females; *Item Bias; Males; *Racial Differences; Sample Size; Scoring; *Scoring Formulas; *Sex Differences; *Test Items; Whites
IDENTIFIERS- *Bivariate Matching; Mantel Haenszel Procedure; *Rights and Formula Scoring; Scholastic Aptitude Test

This study evaluated the use of bivariate matching as a solution to the problem of studying differential item functioning (DIF) with formula scored tests. Using Scholastic Aptitude Test verbal data with large samples, both male/female and black/white group comparisons were investigated. Mantel-Haenszel (MH) delta-(D) DIF values and DIF category classifications based on bivariate matching were compared with MH D-DIF values and categories based on rights scored and formula scored matching criteria. When large samples were used, values based on the bivariate matching criterion were ordered very similarly to MH D-DIF values based on the other criteria. With small samples, the values based on the bivariate matching criterion displayed only moderate correlations with values from the other criteria. DIF category classifications based on the bivariate matching criterion showed fewer high DIF items than those based on the rights or formula scored matching criteria. A secondary study of the differences between formula and rights scored criteria in DIF analyses of formula scored tests showed differences related to item difficulty that were greater for comparisons with large ability differences. An appendix contains 30 scatterplots. Nine tables and four figures present details of the analyses. (Contains seven references.) (Author/SLD)

ED 385 574 TM 024 012

Carlton, Sydell T.; Harris, Abigail M.
Characteristics Associated with Differential Item Functioning on the Scholastic Aptitude Test: Gender and Majority/Minority Group Comparisons.
PUB DATE- Nov 92
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Black Students; Comparative Analysis; Ethnic Groups; High Schools; High School Students; Hispanic Americans; *Item Bias; *Minority Groups; *Racial Differences; *Sex Differences; *Test Items; White Students
IDENTIFIERS- *Mantel Haenszel Procedure; *Scholastic Aptitude Test; Test Specifications

The purpose of the study was to investigate whether selected test and item characteristics in the Scholastic Aptitude Test (SAT) are associated with unexpected differential item functioning

Enright, Mary K.; And Others
A Complexity Analysis of Items from a Survey of Academic Achievement in the Life Sciences.
PUB DATE- Mar 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Biological Sciences; *Difficulty Level; Elementary Secondary Education; Knowledge Level; *Prediction; Rating Scales; *Science Teachers; Science Tests; Surveys; *Test Items
IDENTIFIERS- Complex Concepts; National Assessment of Educational Progress; Variance (Statistical)

The difficulty of 44 items from the life sciences subscale of the National Assessment of Educational Progress (NAEP) 1985-86 science assessment was analyzed in terms of item attributes and science educators' judgments of difficulty. The attributes included ratings of various characteristics of the items' text and option set, the items' cognitive demand, and the level of knowledge required by items. The mean judgment of three science educators (an instruction supervisor, an experienced teacher, and a young teacher) about item difficulty, which accounted for 52% of the variance, was the best single predictor of item difficulty. Combining item attribute information with educators' judgments of item difficulty improved the prediction of item difficulty on the order of 7% to 15% of the variance. When item difficulty was modeled in terms of discrete item attributes (global judgments of item difficulty not included in the model), the level of knowledge required was an important determinant of difficulty, while cognitive demand was not. The implications of these results for construct validation and for test design are discussed. Two figures and five tables illustrate the discussion. (Contains 23 references.) (Author/SLD)

ED 385 596 TM 024 044

Gallagher, Ann; Mandinach, Ellen
Strategy Use on Multiple-Choice and Free-Response Items: An Analysis of Sex Differences among High Scoring Examinees on the SAT-M. Final Report.
PUB DATE- Sep 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; *College Students; Higher Education; *Mathematics Tests; *Multiple Choice Tests; *Problem Solving; *Protocol Analysis; Scores; Sex Differences
IDENTIFIERS- *Free Response Test Items; Scholastic Aptitude Test; *Strategy Choice

Twenty-four students who scored 650 or more on the Scholastic Aptitude Test Mathematics test (SAT-M) were asked to think aloud while solving 13 mathematics items in either multiple-choice or free-response format. Strategies students used to solve the items were classified as either algorithmic or insightful. Data analyses indicated that items in the free-response format were significantly more difficult for females than multiple choice items. No significant difference was found for males. Females were more likely than males to use algorithmic strategies in both the multiple-choice and free-response formats, with no significant difference in types of strategies used in either format. Males were more likely to use percent of the student population, although the goal was reached with the elementary school student population. To test the fall attendance as a predictor of a full-year outcome, fall and full-year attendance figures were studied. The change between attendance rates in the fall and the prior year was a strong predictor of change in attendance for the two full years. The trajectory traced by these results can be used to monitor individual students and to develop different ways to improve attendance. Five tables present study findings. (Contains two references.) (SLD)

ED 385 616 UD 030 504

Grannis, Joseph C.; And Others
Evaluation of the Community Achievement Project in the Schools: A Collaboration of the United Way and the New York City Public Schools. Final Report for 1992-93. Volume I.
PUB DATE- 26 Jul 93
NOTE- 114p.; For Volume II, see UD 030 505.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Organizations; Cooperation; Disadvantaged Youth; Dropout Prevention; Elementary Education; Elementary School Students; Ethnic Groups; Formative Evaluation; High Schools; High School Students; *Integrated Activities; Minority Groups; *Partnerships in Education; Program Evaluation; Summative Evaluation; *Urban Schools
IDENTIFIERS- New York City Board of Education; United Way

The Community Achievement Project in the Schools (CAPS) is a public-private partnership between the Untied Way of New York City and the New York City Board of Education. As part of a dropout prevention initiative, CAPS is designed to integrate the services of community-based organizations and schools. The Teachers College of Columbia University has conducted summative and formative evaluations of CAPS and its management. The 1992-93 evaluation considers student characteristics and needs, including trajectories of attendance, student outcomes, program governance and impact, partnership services, and the role of the United Way. A stratified random sample of 20 partnership sites (out of 106 participating sites) includes a balance of elementary, middle, and high schools; a range of budgets; and representation of various ethnic groups. Information was gathered for 640 mostly Latino and African-American students. Study findings were used to develop four clusters of recommendations for better participation of community-based organizations, on-site development of collaboration, better data collection and record keeping, and the continued participation of the United Way. Seven figures and 29 tables present study findings. (Contains three references.) (SLD)

ED 385 617 UD 030 505

Grannis, Joseph C.; And Others
Evaluation of the Community Achievement Project in the Schools: A Collaboration of the United Way and the New York City Public Schools. Final Report for 1992-93. Volume II: Case Studies.
PUB DATE- 26 Jul 93
NOTE- 108p.; For Volume I, see UD 030 504.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Studies; *Community Organizations; Cooperation; Disadvantaged Youth; Dropout Prevention;

NOTE- 144p.; Materials include a demonstration videotape, not included here.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- Communication Skills; *Daily Living Skills; *English (Second Language); Hospitals; Hotels; Instructional Materials; Interpersonal Communication; *Literacy Education; Maintenance; Multimedia Instruction; Second Language Instruction; Skill Development; Videotape Recordings; *Vocational English (Second Language)
IDENTIFIERS- Convenience Stores; Retirement Communities

This set of materials include an interactive videotape and textbook program (tape not included here) for high-beginning and intermediate English-as-a-Second-Language (ESL) students in or about to enter the workplace. The materials provide instruction in communication skills essential for job success. The 10 video segments and corresponding student text feature authentic workplace problems and situations. Episodes occur in typical workplace sites: hotel; hospital; retirement home; convenience store; and maintenance site. Cultural information about the American workplace is presented in each segment. Speaking instruction focuses on critical interaction patterns, including conversation management strategies. Reading instruction focuses on workplace documents. Lessons contain instruction in listening strategies (thinking about the topic, first impressions, brainstorming, confirming, identifying main ideas, predicting, forming a plan, listening for detail) and activities in speaking and reading (comprehension, language skill use, conversation practice, summarization of conversational points, cultural sharing, extension of learning to real-life situations). Unit topics are: interviewing for a better job; asking for elaboration of a request or order; dealing with mistakes; reading job announcements; small talk; reading work forms; asking for clarification; responding to instructions; asking to change a work schedule; and safety on the job. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 171 FL 801 025

Fitzgerald, Nicholas B.
ESL Instruction in Adult Education: Findings from a National Evaluation. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Assessment; *Educational Demand; *English (Second Language); Federal Legislation; Federal Programs; *Literacy Education; National Surveys; Program Design; Public Policy; Second Language Instruction; *Student Characteristics
IDENTIFIERS- ERIC Digests

A 1994 Department of Education national evaluation of federally-supported adult education programs looked at programs' effectiveness in improving literacy skills, English language proficiency, and secondary school completion. National policy

Countries; Group Dynamics; Higher Education; *Instructional Effectiveness; Interpersonal Competence; Problem Solving; Structural Equation Models; *Student Attitudes; *Teacher Effectiveness; Teacher Student Relationship; *Tutorial Programs; Tutors
IDENTIFIERS- *Limburg State University (Netherlands); Problem Based Learning

This study tested a causal model of the influence of tutor behavior on student achievement and interest in the context of problem-based learning. Data were gathered from 524 tutorial groups involving students in the health sciences curriculum at the University of Limburg in the Netherlands during 1992-93. Correlations among the 261 tutors' social congruence, expertise use and cognitive congruence behaviors, and small-group functioning and students' self-study time, intrinsic interest in the subject matter, and level of achievement were analyzed using structural equations modelling. The study found that the tutors' level of expertise use and social congruence not only directly affected their level of cognitive congruence but also affected other elements of the model. The level of cognitive congruence influenced tutorial group functioning, which in turn affected student self-study time and intrinsic interest. The results suggest that subject-matter expertise, a commitment to the students' learning and their lives in a personal, authtentic way, and the ability to express oneself in the language used by the students are all determinants of learning in problem-based curricula. (Contains 14 references.) (MDM)

ED 385 190 HE 028 456

Schmidt, Henk G.; And Others
The Development of Diagnostic Competence: A Comparison between a Problem-Based, an Integrated, and a Conventional Medical Curriculum.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; Conventional Instruction; *Educational Methods; Experience; Foreign Countries; Higher Education; *Instructional Effectiveness; *Integrated Curriculum; *Medical Education; Medical Students; Problem Solving
IDENTIFIERS- *Netherlands; *Problem Based Learning

This study compared the diagnostic performance of 612 second-, third-, fourth-, fifth-, and sixth-year students from three Dutch medical schools who were educated in either a problem-based, an integrative, or a conventional curriculum. The students were presented with 30 carefully selected clinical cases to diagnose. The study found that, overall, the students trained within the problem-based and integrated frameworks displayed better diagnostic performance than students trained within a conventional curriculum. No overall differences were found between the problem-based and the integrated curriculum, although second- and third-year students from the latter excelled the comparable year groups in the other curricula formats. The study concludes that integration between basic and clinical sciences and an emphasis on patient problems may be the critical factors determining superior diagnostic performance rather than whether a curriculum is self- or

Open University of the Netherlands (OuN). A total of 22 law and 55 economics students enrolled in two economics courses were given a 154-item domain-specific knowledge test, which was then analyzed independently by three researchers. The researchers attempted to classify each of the 154 items on each of 10 dimensions (curriculum level, curriculum accent, node relation, behavioral, content, epistemological, number of propositions, information level, and representation level). The results of the analysis indicated that although different dimensions helped to differentiate between law and economics students, the different dimensions were not helpful in identifying more specific and significant contrasts between both student groups. The study also found that the grouping variable "diploma type" was not able to differentiate between levels of mastery of the prior knowledge state. It is foreseen that in situations where there are significant differences between the prior knowledge state of specific subpopulation, the dimensions might be helpful to detect the strengths and weaknesses of the students involved.

ED 385 211 HE 028 499

Engel, C., Ed.; And Others
Annals of Community-Oriented Education, 1993.
PUB DATE- 93
NOTE- 372p.; Published annually. For volume 5, see ED 358 752; for volume 7, see HE 028 500.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Admission Criteria; *Allied Health Occupations Education; Career Choice; Comparative Education; Curriculum; Educational Methods; Educational Policy; Foreign Countries; Global Education; Health Occupations; Higher Education; International Organizations; *Medical Education; *School Community Programs; Teacher Education
IDENTIFIERS- *Community Oriented Schools; Nongovernmental Organizations

This volume presents 33 papers addressing various aspects of community-oriented education; lists relevant and current books, articles and papers; and provides basic information about the Network of Community-Oriented Educational Institutions for Health Sciences, the international non-governmental organization. The papers are grouped into seven categories: (1) community-oriented education (examples from the Sudan, Philippines, Australia, Zimbabwe, and Kenya); (2) curriculum and methods (papers from Germany, China, Sudan, Australia, and the United Kingdom); (3) policy and leadership (from the United States and Australia); (4) resources (from the United States, United Kingdom, and Canada); (5) student selection (from the Sudan); (6) career choice (Malaysia); (6) teacher training (Sweden and Australia); (7) and worldwide medical education. A section on literature lists recent books, journals and newsletters, and recent papers on the following topics: assessment and accreditation, clinical reasoning and critical reasoning, community-based education, education (policy and administration), ethics, problem-based learning, selection of students, teaching and learning, and teaching teachers. The final section provides information on the Network including a listing of member institutions, a listing of the Network executive committee and secretariat, a statement of the Network objectives, and an explanation of membership. (Many individual papers contain references.) (DB)

DESCRIPTORS- Administrators; *Computer Mediated Communication; Computer Networks; Computer Uses in Education; *Electronic Mail; Elementary Secondary Education; State Programs; Surveys; Teachers; Telecommunications; *Use Studies
IDENTIFIERS- Support Personnel; Texas; *Texas Education Network

This study investigated educators' use of TENET, a statewide educational telecomputing network in Texas. It also documented the development and testing of a lengthy theory-based questionnaire and verified the efficacy of a method for administering surveys via electronic mail. The 70-item survey was sent to a random sample of 300 TENET users with a response rate of 66%, and was designed to measure variables which have been identified as important to understanding use of computer-mediated communication systems: personal attributes (demographic characteristics and computer experience); environmental characteristics (access, cost, training and time, and social context; perceived media characteristics (ease of use, social presence, utility and relative advantage); patterns of use (amount and type of use); and gratifications obtained (cognitive, diversion, and interpersonal utility). The response rate was 66%. The majority of respondents were highly experienced and educated public school teachers, support staff, and administrators who were experienced computer users with easy access to equipment needed to connect to TENET. Participants logged on to TENET an average of 4-6 times per week. Electronic mail was the most often used network function. Most respondents felt TENET was useful. The network served professional, as well as social and diversionary functions. Social integration with a community of TENET users was a consistent and strong predictor of both usage and satisfaction variables. Ten tables illustrate findings. (Contains 32 references.) (MAS)

ED 385 230   IR 017 240

Schrum, Lynne
Telecommunications for Personal and Professional Use: A Case Study.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Mediated Communication; Computer Networks; *Educational Technology; Graduate Study; Higher Education; *Teacher Education; Teachers; Telecommunications; *Use Studies
IDENTIFIERS- Internet; Technology Integration

This case study investigated educators as they learned about, embraced, and attempted to implement information technologies. It describes the systems that foster continuing use and the implementation successes and difficulties. This was accomplished by documenting one group of educators enrolled in an intensive graduate course about educational telecommunication, by monitoring individual and group experiences during the course, and by following these educators as they attempted to integrate their skills and knowledge in their school settings and with colleagues. The participants learned to use the internet to investigate subject specific resources, joined listservs, and used tools such as Gopher, telnet, FTP (File Transfer Protocol), WAIS, Veronica, Mosaic,

University. Attachment A, an "Edited Dance Database Videotape" is referred to but not included here.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advanced Students; *Computer Assisted Instruction; *Dance Education; Desktop Publishing; High Schools; *Instructional Effectiveness; *Multimedia Materials; *Pilot Projects; Pretests Posttests; Questionnaires; Student Attitudes; *Student Developed Materials; Student Surveys; Videotape Recordings

This study describes a pilot program utilizing various multimedia computer programs on a MacQuadra 840 AV. The target group consisted of six advanced dance students who participated in the pilot program within the dance curriculum by creating a database of dance movement using video and still photography. The students combined desktop publishing, video for dancers executing ballet, jazz, hip-hop, and acrobatic dance technique, music, and computer generated graphics into a multimedia choreographic presentation. A pre- and post-student questionnaire was administered to determine experience and attitudes toward computers, dance, and choreography. The results of the student questionnaire proved that the target group increased their level of knowledge not only in the manipulation of multimedia computer programs, but the utilization of that knowledge for dance choreography and presentations. The students found the pilot program worthwhile and worthy of continuing as part of the dance curriculum. Appendixes include: school district mission and belief statements; student pre/post questionnaire; dance terminology for computer database; pilot program review questionnaire; critical thinking and self-reflection checklist; and survey results. (Author/AA)

ED 385 248 IR 017 265

Pietras, Jesse John
Connecticut Enacts New Legislation Designed To Enhance and Increase Interactive Distance Learning for Telephone and CATV Technologies.
PUB DATE- 1 Jun 95
NOTE- 29p.; Paper presented at the Connecticut Higher Education Telecommunications Video Expo on Distance Learning (Quinnipiac College, Hamden, CT, May 17, 1995). For related paper concerning the proposal of this legislation, see ED 381 134. Tables contain broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Cable Television; Computer Networks; Computer Uses in Education; *Distance Education; *Educational Technology; Grants; Information Networks; *State Legislation; *Telecommunications
IDENTIFIERS- *Connecticut

The Connecticut State Legislature enacted telecommunications legislation on July 1, 1994 that will, among other things, enhance distance education in the state. The legislation requires that the state's regulatory utility agency, the Department of Public Utility Control (DPUC) begin dismantling the monopolistic configuration of the existing local exchange network and the individualized components of various subscriber young adults; collaboration; technology; consulting; leadership; management information; and communication. Questionnaire data is summarized for: satisfaction and importance ratings; use of State Library services; ways the State Library can help; and priorities for the State Library. The LSCA (Library Services and Construction Act) long-range plan is evaluated in the third section. The library's role in the state's "Blueprint 2000" is outlined in the fourth section; the library's goals discussed include: youths' readiness to start school; graduation rate and readiness for postsecondary education and employment; student performance; learning environment; school safety and environment; teachers and staff; and adult literacy. The fifth section includes nine recommendations to the State Library of Florida about its role in youth services and three recommendations related to the LSCA long-range plan. (MAS)

ED 385 266   IR 055 546

Bazillion, Richard J.; Braun, Connie
Academic Libraries as High-Tech Gateways: A Guide to Design and Space Decisions.
PUB DATE- 95
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; Access to Information; Computer Centers; Design Requirements; Facility Guidelines; Higher Education; *Information Centers; Information Dissemination; Information Services; Library Development; Library Equipment; *Library Facilities; *Library Planning; Library Services; Technological Advancement

Academic libraries must integrate technology and traditional library service. Online catalogs, high-tech campus information networks, and accelerated resource sharing present opportunities for building comprehensive information centers. However, the interiors of most existing libraries were not designed to accommodate extensive high-tech equipment or encourage its frequent use. This guide helps librarians identify and bring about the design features required to make academic libraries "gateways" to the vast resources of electronic and printed information. The planning process is librarians make design and space decisions for online information access, electronic study centers, and other automated systems. The objective is to create a flexible, user-friendly design that streamlines or eliminates obstructions to information access. Sixty detailed photos and drawings illustrate design changes. Topics include: attributes of a 21st century library creating the "intelligent" library building; furnishing, equipping, and testing the building; and libraries as "teaching instruments." With this guide, librarians will find out what it takes to transform academic libraries into complete information centers; accommodating computer hardware, software, electronic networks, communication systems, and printed materials. Contains 281 references. (MAS)

ED 385 267   IR 055 547

Williams, Martha E., Ed.
Annual Review of Information Science and Technology, Volume 29,

PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Definitions; Glossaries; *Information Science; Information Sources; Information Technology; Library Collections; Library Facilities; *Library Science; Library Services; Library Technical Processes; Technological Advancement; Users (Information); *Vocabulary

This glossary defines common library terms and serves as a quick reference source for library users. Many of the new terms that have been incorporated to librarianship are consolidated in this document as well as new terms created as a result of developments in technology. Over 150 terms cover abbreviations, acronyms, technology and equipment, library collections, processes, and services, and other terms related to the information field. (Contains nine references.) (AEF)

ED 385 287 IR 055 573

Almony, Robert A., Jr., Comp.; O'Brien, Francis, Comp.
Library Photocopy Operations. SPEC Kit 209.
PUB DATE- Jul 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Higher Education; Library Equipment; Library Funding; Library Personnel; Library Services; *Library Statistics; Library Surveys; *Reprography; *Research Libraries
IDENTIFIERS- *Association of Research Libraries

The kit and flyer examine library photocopy operations, including services, personnel, equipment, and financial management practices by member institutions of the Association of Research Libraries (ARL). To find out about these operations, ARL surveyed its 112 members, and received 93 replies. Forty-nine academic libraries (58%) described their photocopy operations to be "run/operated under library administration." Nineteen academic libraries (22%) described operations as "run/operated by their university administration." Twelve academic libraries (14%) described them as run by a third party vendor with some revenue returned to the library. The survey requested additional information only from the 49 libraries who ran their own photocopy operations. It was determined that 27% of the respondents prepared a mission statement concerning photocopy use. Only 33% of the library-managed photocopy operations are staffed all hours the library is open. Two-thirds of the respondents provide self-service copying with no staff present for a low of 12 hours per week to a high of 69 hours per week. Ninety percent of the respondents allowed debit card payments. Ninety-two percent allowed departmental charges. Twenty-two percent allowed patrons to charge to an individual account. Reported revenue from cash was a low of 1% and a high of 85%. Percent from debit cards was a low of 32% and a high of 100%. Departmental charges averaged 20% to 30% of revenue. Among the libraries who allowed debit cards, an average of 67% of their total revenue was derived from card use. Forty-five of forty-nine libraries reported their photocopy operations to be self-supporting, paying for staff salaries and other expenses from generated revenue. Money remaining after expenses was generally put to use to purchase new photocopy equipment (80%). Fifty-three percent of the libraries are permitted to use excess

Andrews, Hans A.; And Others
Faculty Evaluation: Number One Quality Control in TQM Total Quality Management .
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Convention of the American Association of Community Colleges (75th, Minneapolis, MN, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Community Colleges; Due Process; Educational Improvement; Educational Quality; Program Development; *Quality Circles; School Effectiveness; *Teacher Dismissal; Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; Teacher Responsibility; *Total Quality Management; Two Year Colleges
IDENTIFIERS- Bay de Noc Community College MI

The current perception of faculty tenure as a guarantee of a job for life can impede the removal of teachers who do not perform up to standards. Such faculty, however, can have an extremely negative effect on overall college quality, and studies have shown that community college faculty do support post-tenure evaluation if it is responsibly carried out. To maintain a commitment to quality in all areas, colleges must adopt legally defensible faculty evaluation systems to ensure quality in the classroom. At Bay de Noc Community College (BNCC), in Michigan, after unsuccessful efforts to dismiss a poorly performing teacher, a committee of faculty began to develop a new evaluation process. The committee conducted itself as a quality circle and developed a policy of faculty development appraisal, determined performance appraisal procedures, established the Board of Trustees' right to manage the institution, affirmed faculty's responsibility to deliver quality instruction, constructed a list of characteristics of good teaching that were observable and measurable, and agreed upon activities both inside and outside the classroom for which faculty had responsibility. The poorly performing faculty member was re-evaluated using the new system and allowed time to remediate deficiencies. When his teaching quality did not improve, he was successfully dismissed. The new evaluation system has improved the quality of instruction and faculty morale at BNCC. Contains 10 references. (KP)

ED 385 305 JC 950 374

Brosseau, Gayle
Southern California Public Safety Training Consortium.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 95
NOTE- 58p.; Project supported by funds from the Carl D. Perkins Vocational Education Act of 1990, PL 98-524.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Consortia; Educational Cooperation; Educational Legislation; *Information Dissemination; Information Networks; Program Descriptions; Program Effectiveness; *Program Evaluation; *Safety Education; *State Programs; Telecommunications; Two Year Colleges

PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; Bilingual Education; *Bilingual Education Programs; Community Colleges; *English (Second Language); *Immersion Programs; Limited English Speaking; Two Year Colleges
IDENTIFIERS- Compton Community College CA

The Compton Community College (CCC) General Education Associate of Arts/Certification Bilingual Immersion Program (BIP) is designed to allow English-as-a-Second-Language (ESL) or limited English proficiency (LEP) students to study subjects beyond ESL in a bilingual setting. Current ESL programs offer students no oppurtunity to take degree/transfer credit courses until they have achieved proficiency in English, usually a 3-year process. As a result, the majority of ESL students neither earn a degree nor transfer. The BIP would allow ESL/LEP students to earn an associate's degree while meeting California State University transfer requirements and mastering English. The transfer/degree credit classes would be taught by bilingual instructors, and course content would mirror that in an English-only classroom. To qualify for and remain in the program a BIP student would have to meet the following requirements: 60 units of degree applicable work with a cumulative grade point average (GPA) of "C" or better in all courses counted for the degree and major; all 60 units must be completed at CCC; in addition to ESL course work, each student must take a minimum of 2 courses per semester (12 units per year) and complete the program in a maximum of 5 years. Students must earn the 60 units in the following 6 areas: communication and the English language and critical thinking (12 units); natural science and mathematics (9 units); arts and humanities (9 units); social science (9 units); understanding and self-development (3 units); and counseling (6 units). The most important component of the program is locating qualified bilingual instructors. In order to achieve success with the BIP program a tutorial aspect will be included. The tutorial program will provide course assistance and teach students computer skills to enhance their success in the classroom and in the job market. (KP)

ED 385 322 JC 950 395

Fares-Rivera, Rabab; And Others
The Global Marketplace in the Twenty-First Century: The Community College's Role.
PUB DATE- Apr 95
NOTE- 53p.; Paper presented at the Annual Convention of the American Association of Community Colleges (75th, Minneapolis, MN, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Economic Development; Institutional Role; *International Trade; Labor Needs; *School Business Relationship; Tables (Data); Two Year Colleges; Urban Demography; *Vocational Training Centers

A study was conducted to assess El Paso Community College's (EPCC's) role in serving the educational needs of its multi-racial, economically diverse border area community. Uniquely

DESCRIPTORS- At Risk Persons; Child Welfare; Early Childhood
Education; *Educational Finance; *Educational Improvement;
*Elementary Secondary Education; Federal Aid; Federal
Legislation; Hearings; Outcomes of Education
IDENTIFIERS- Congress 103rd; *Elementary Secondary Education Act;
Family Literacy; Goals 2000; *Improving Americas Schools Act
1994; Reauthorization Legislation

These hearings transcripts present testimony regarding reauthorization of the Elementary and Secondary Education Act (ESEA). "Chapter 1" of this legislation is a central part of federal education policy. Education is currently funded at about $7 billion a year; an additional $700 million, or 10 percent, is budgeted for the coming fiscal year. These hearings are in response to the Clinton Administration's proposal to reform, simplify, and refund the current funding program. The proposal is titled "The improving America's Schools Act in 1993." This reauthorization proposal is placed within an overall framework for educational reform and reflects the objectives of Goals 2000, raising standards for the education of all children. It also realigns the ESEA with state and local reform efforts in the Goals 2000 bill. Statements are divided into 10 areas: (1) Reauthorization of ESEA; (2) Current Status of Chapter 1; (3) New Directions for Chapter 1; (4) Professional Development: ESEA Reauthorization; (5) ESEA: School Libraries and Family Literacy; (6) ESEA Reauthorization School Improvement Programs: Focusing on What Works; (7) another section on ESEA Reauthorization; (8) Making the Transition to School: Early Childhood Programs and Parental Involvement; (9) Foreign Language Education in Elementary Schools; and (10) School Improvement Programs Focusing on What Works. These hearings include a statement from Secretary of Education, Richard Riley, on the proposed legislation. Early childhood education is specifically addressed in a 50-page section of the statement, in which representatives from: Headstart; PTA; National Association of State Boards of Education, Early Childhood Services; Youth Guidance; and other organizations aligned with education speak to the issues, in general supporting the "Improving America's Schools" proposal. (ET)

ED 385 341 PS 022 883

Improving America's Schools Act of 1994. Report To Accompany S. 1513 on Authorizing Appropriations To Extend for Six Years the Programs under the Elementary and Secondary Education Act of 1965 Together with Additional and Minority Views. Committee on Labor and Human Resources, United States Senate, 103D Congress, 2d Session.
PUB DATE- 94
NOTE- 582p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Child Welfare; *Educational
Finance; *Educational Improvement; Educational Objectives;
Educational Quality; *Elementary Secondary Education;
Excellence in Education; Federal Aid; *Federal Legislation;
Government Role; Outcomes of Education; Program Administration;
Public Policy
IDENTIFIERS- Congress 103rd; Goals 2000; *Improving Americas
Schools Act 1994; Program Characteristics; Reauthorization
Legislation

In this report, the Senate Committee on Labor and Human Resources-

The Chapter 2-Carnegie Middle School Project was designed to develop educational programming and to provide appropriate services to advanced and gifted learners within the restricted middle school environment. This study examined the extent to which trained teachers could effectively implement advanced instructional techniques and curricula for gifted students in a heterogeneous middle school environment. Data were collected through field notes and unstructured interviews covering seven categories: (1) teacher assessment; (1) teacher self-perception of professional growth; (3) academic challenge; (4) curricular decisions; (5) instruction; (6) classroom environment; and (7) classroom management. Findings show that the teachers most successful in implementing thematic and interdisciplinary curricula were those who expressed enthusiasm for their discipline and excitement in learning new teaching skills. There was little evidence of instructional differentiation in depth, complexity, novelty, or acceleration for advanced and gifted learners. Teachers tended to underestimate their students' readiness for more sophisticated instructional experiences. Nonetheless, the results indicated that students showed understanding of their curricular themes and generalizations, and expressed enthusiasm for their classes. Contains 11 references. (AP)

ED 385 362   PS 023 418

Tarsi, Nancy L.; And Others
"We Want More!": Empowered Parents Speak about Their Involvement in COGNET Schools.
PUB DATE- Nov 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Parent Attitudes; Parent Influence; *Parent Participation; Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Volunteers
IDENTIFIERS- *Cognitive Enrichment Network; Parent Empowerment

The Cognitive Enrichment Network (COGNET) is an educational model that operates as one of 12 sponsor sites in affiliation with the National Follow Through Project. This study assessed the life experiences of parents participating in COGNET school activities, and the impact of that involvement on children, the parents themselves, and the community. Twenty-three parents who were participants at 3 COGNET school sites were interviewed 4 times in 3 school sites; after each interview, participants were asked to attend focus group meetings to discuss topics introduced in the individual sessions. The findings offer five primary themes which are specific to the COGNET program and four secondary themes which reflected community orientation. The primary themes are as follows: (1) parents want more opportunities for participation; (2) parents engage in self improvement while involved with their COGNET school; (3) participating parents' dreams for their children reflect mainstream values; (4) the COGNET model is good for the children; (5) creative ideas were generated by participating parents, who have strong feelings about improving their parent programs. Secondary themes were: (1) parents had varied reactions to their introduction to COGNET; (2) children enjoy seeing their parents and other adults from the community in

It also found that the girls were learning the "proper" role for their sex, based on teacher and parental expectations and actions demonstrating behavior described as "learned helplessness." Girls learned the values of "nice" which existed in the upper middle class community of the family, and saw these values translated into a school setting chosen for them by their parents. It is noted that the families of the girls represented in this study do not reflect the demographics of the majority of families in the United States. They do, however, represent the majority of the 37 girls who participated in the study. (Contains 35 references.) (MDM)

ED 385 381 PS 023 498

Mehana, Majida; Reynolds, Arthur J.
The Effects of School Mobility on Scholastic Achievement.
PUB DATE- Mar 95
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black Students; Elementary Education; *Elementary School Students; Longitudinal Studies; Low Income Groups; Lunch Programs; *Mathematics Achievement; *Predictor Variables; Preschool Education; *Reading Achievement; *Student Mobility

This study investigated the predictors of school mobility and the influence of mobility on grade 6 math and reading achievement. The sample included 988 urban, low-economic status black children participating in a longitudinal study of the effects of preschool intervention. Fifty-eight percent of the students changed schools at least once. Preschool intervention did not predict mobility. Only free lunch eligibility significantly predicted mobility. Although the number of moves significantly predicted mobility, frequent mobility had a stronger relationship with grade 6 reading achievement after controlling for family background and kindergarten achievement. The results suggest that schools should pay particular attention to high mobility students through varied intervention programs. (Contains 41 references.) (Author/MDM)

ED 385 382 PS 023 502

Roeser, Robert W.; And Others
A Longitudinal Study of Patterns of Parent Involvement in School across the Elementary Years: Teacher and Parent Reports.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 95
NOTE- 76p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Problems; Educational Attitudes; Elementary Education; *Elementary School Teachers; Feedback; Longitudinal Studies; *Mothers; Parent Attitudes; *Parent Participation; Parents as Teachers; *Parent Teacher Cooperation; Teacher Attitudes

Electronic Field Trips: Using Technology To Enhance Classroom Instruction.
PUB DATE- Oct 94
NOTE- 10p.; Paper presented at the Annual Convention of the National Rural Education Association (86th, Salt Lake City, UT, October 3-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Distance Education; Elementary Secondary Education; *Instructional Innovation; Learning Activities; Program Development; Rural Education; *Rural Schools; *Teleconferencing
IDENTIFIERS- *Oklahoma; *Technology Based Instruction

Thirty-three member schools of the Organization of Rural Oklahoma Schools cooperated in the creation of six school networks that participated in a series of electronic "field trips" for rural students. The field trips were actually conference telephone calls that allowed students and teachers to talk with experts in areas such as politics, the arts, the sciences, and the world of work. At a 1-day training session, attendees learned how to utilize the electronic field trips to enhance classroom instruction, how to prepare students for the field trips, and how to evaluate the experience in light of district and state educational goals. Students participated in at least four field trips; some were designed for elementary students, others for secondary students. An evaluation form mailed to all participating schools showed that the field trips expanded students' knowledge, that listening and speaking skills were improved, and that the speakers represented valuable role models for the students. Field trips were not as useful in helping students improve writing skills or increase their understanding of global interdependence. All respondents indicated they would like to see the program continue. (TD)

ED 385 400 RC 019 975

Morin, Kimberly A.
1994 State Legislation on Native American Issues.
PUB DATE- Sep 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Education; *American Indian Reservations; American Indians; Elementary Secondary Education; Government Role; Higher Education; Land Use; Legislators; State Government; *State Legislation; Tribal Government; *Tribal Sovereignty; *Tribes; Trust Responsibility (Government)
IDENTIFIERS- Native Americans; State Legislatures; *State Tribal Relationship

This report includes state-by-state summaries of 1994 legislation pertaining to Native American issues. Of 344 bills introduced in the state legislatures in 1994, 92 were enacted and 20 are still pending. Major issues addressed in 1994 legislation included Native American education; history, language, and culture preservation; sovereignty; law enforcement and jurisdiction; land rights; tribal gaming; health and human services; water and fishing rights; taxation of tribal property; state-tribal relations; Native American affairs groups; sacred burial site preservation; housing authority; appropriations (general); economic and natural resource development; and tribal status recognition. Appendices include an overview of all bills proposed in each state, a list of

Mexican Americans' continued subordinate social status. Over 350 in-depth interviews provide information in chapters 2-7 on businesses, community leaders, and conservative values in the Anglo community; small town life; the local newspaper; Mexican American culture, family life, social traits, food, music, fiestas, family celebrations, housing, and language attitudes and usage; assimilation and successful Mexican Americans; poverty; Mexican American organizations, leaders, and resistance to oppression; Anglo working class and Anglo farmers; working class Mexican Americans; and migrant workers and their problems. The radical exploitive model in chapter 8 frames a discussion of institutionalized racism, in which all social institutions operate, intentionally or unintentionally, to deny opportunities to Mexican Americans, sustain a deviant image of Mexican Americans, and maintain their subordinate status. Although economic, political, and criminal justice institutions are culpable, the public schools play a primary role in maintaining inequality. Chapter 9, "The Education Institution," documents derogatory attitudes and behavior of teachers and administrators that lead to a Mexican American dropout rate of approximately 50 percent. The final chapter summarizes elements contributing to intolerance in Middlewest and makes recommendations for improving community relations. Contains 152 references, an index, and photographs. (SV)

ED 385 418 RC 020 200

Learning about Aboriginal Children and Their Culture: Curriculum Guidelines.
PUB DATE- 93
NOTE- 33p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; *Cross Cultural Training; *Culturally Relevant Education; *Cultural Traits; Curriculum Guides; Early Childhood Education; Elementary Secondary Education; Family Life; Foreign Countries; *Indigenous Populations; Minority Group Children; *Preschool Curriculum; Teacher Education; Teacher Student Relationship; Young Children
IDENTIFIERS- *Australia; Teacher Community Relationship

This document was developed to help early childhood service providers understand Aboriginal children and their cultural context. The guide starts from the premise that it is vital that early childhood experiences are culturally relevant and affirming for individual children. Aboriginal perspectives on topics such as family, child rearing, learning/teaching, the school experience, discipline, touching, and eye contact are presented so that service providers can acknowledge and respect Aboriginal children's views of themselves. The guide discusses strategies that enable service providers to gain the confidence of parents, as well as rights that Aboriginal children have, such as access to Aboriginal staff, curriculum materials written by Aboriginal professionals, and multicultural play opportunities. Service providers are also instructed to evaluate not only their curriculum, but also their own biases, and to seek feedback from Aboriginal families and community. The six chapters cover legal framework, Aboriginal perspectives, ways of learning, ways of caring and teaching, selecting and using resources, and evaluation of a curriculum. Contains 17 references and an 11-item bibliography. (TD)

*Mathematics Curriculum; Mathematics Education; *Mathematics
Instruction; Teacher Education
IDENTIFIERS- *Reform Efforts

This volume presents recommendations from four working groups at a conference on reform in algebra held in Leesburg, Virginia, December 9-12, 1993. Working Group 1: Creating an Appropriate Algebra Experience for All Grades K-12 Students produced the following papers: (1) "Report" (A. H. Schoenfeld); (2) "Five Questions About Algebra Reform (and a thought experiment)" (D. Chazan); (3) "Algebra and the Democratic Imperative" (R. B. Davis); (4) "Realism(s) for Learning Algebra" (R. Hall); (5) "Algebra, The New Civil Right" (B. Moses); (6) "Issues Surrounding Algebra" (E. Phillips); (7) "Is Thinking About 'Algebra' a Misdirection?" (A. H. Schoenfeld); and (8) "Thoughts Preceding the Algebra Colloquium" (Z. Usiskin). Working Group 2: Educating Teachers, Including K-8 Teachers, to Provide These Algebra Experiences produced: (1) "Report" (A. Buccino); (2) "Educating Teachers to Provide Appropriate Algebra Experiences: Practicing Elementary and Secondary Teachers--Part of the Problem or Part of the Solution?" (C. Gifford-Banwart); (3) "Educating Teachers for Algebra" (A. Buccino); (4) "Experience, Abstraction, and 'Algebra for All': Some Thoughts on Situations, Algebra, and Feminist Research" (S. K. Damarin); (5) "Educating Teachers, Including K-8 Teachers, to Provide Appropriate Algebra Experiences" (N. D. Fisher); (6) "On the Learning and Teaching of Linear Algebra" (G. Harel); and (7) "Algebra: The Next Public Stand for the Vision of Mathematics for All Students" (H. S. Kepner, Jr.). Working Group 3: Reshaping Algebra to Serve the Evolving Needs of the Technical Workforce produced: (1) "Report" (S. Forman); (2) "Algebra, Jobs, and Motivation" (P. Davis); (3) "To Strengthen Technical Education Systematically" (J. G. Greeno); (4) "Thoughts About Reshaping Algebra to Serve the Evolving Needs of a Technical Workforce" (R. Lesh); (5) "Algebra for the Technical Workforce of the 21st Century" (P. D. McCray); (6) "Some Thoughts on Algebra for the Evolving Work Force" (T. A. Romberg & M. Spence); and (7) "Algebra: A Vision for the Future" (S. S. Wood). Working Group 4: Renewing Algebra at the College Level to Serve the Future Mathematician, Scientist, and Engineer produced: (1) "Report" (J. Gallian); (2) "Some Thoughts on Teaching Undergraduate Algebra" (W. D. Blair); (3) "Toward One Meaning for Algebra" (A. Cuoco); (4) "Some Thoughts on Abstract Algebra" (S. Montgomery); and (5) "Suggestions for the Teaching of Algebra" (W. Y. Velez). Appendices include the conference agenda; Conceptual Framework for the Algebra Initiative of the National Institute on Student Achievement, Curriculum, and Assessment; and a participant list. (MKR)

ED 385 438   SE 056 580

Atweh, Bill; And Others
Social Context in Mathematics Classrooms: Social Critical and
Sociolinguistic Perspectives.
PUB DATE- Apr 95
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Classroom Communication; Foreign
Countries; *Language Role; *Mathematics Instruction;

what they are teaching, and students respond to instruction very differently, depending on the structure and demands of the lesson. (RJC)

ED 385 457 SO 024 880

Bennett, William J.
The De-Valuing of America. The Fight for Our Culture and Our Children.
PUB DATE- 92
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Drug Education; Educational Policy; Ethics; Government Role; Laws; *Moral Values; Policy Analysis; Policy Formation; Politics; Politics of Education; Public Policy

This book is the personal account of William Bennett who formerly served in the U.S. government as the Chairman of the National Endowment for the Humanities, Secretary of Education, and Director of the Office of National Drug Control Policy. The volume suggests what is right and what is wrong with education in the United States; discusses the heroes, villains, and shirkers in the war against drugs; analyzes why race relations are bad and how they can be improved; why social and political institutions have deteriorated; how to combat "politically correct" thinking on university campuses; and gives an assessment of the failures of modern liberalism. The book addresses difficulties Bennett confronted in office, ranging from government bureaucracy and political lobbies, to school administrators and academics, to the press and Congress. The book examines the role of religion in civic life, the importance of character and culture, and the contentious debate over affirmative action and quotas. The volume also chronicles the positive encounters with teachers, principals, law enforcement officers, and private citizens who have made a difference--and with public figures including Ronald Reagan and George Bush, Edward Kennedy and Jesse Helms, Clarence Thomas and Jesse Jackson. (RJC)

ED 385 458 SO 024 881

Boulding, Elise
Building a Global Civic Culture. Education for an Interdependent World. The John Dewey Lecture.
PUB DATE- 88
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Civics; Cross Cultural Studies; Foundations of Education; *Global Approach; Higher Education; International Cooperation; *Teacher Education; *Teacher Education Curriculum; World Affairs
IDENTIFIERS- Peace Studies; United Nations

Exploring ways in which a successful worldwide civic culture can be achieved, this book stresses the need to stay rooted in local communities and traditions while cooperating with and respecting those whose lives follow other patterns. The first part of the book deals with the current state of worldwide civic culture, setting a context within history and our current social systems for building a better future. The chapters in

Windows into Art Classrooms.
PUB DATE- Apr 95
NOTE- 29p.; For related theme issues, see SO 025 107-109. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Classroom Environment; *Classroom Techniques; Early Childhood Education; Elementary Secondary Education; Foreign Countries; Learning Strategies; Teaching Experience
IDENTIFIERS- Australia; Brazil; Hungary; Japan; Singapore

An editorial by Kit Grauer introduces this collection of articles which establish that there is no such thing as a simple definition of art education even within one culture, and that people's views can be reflected by art educators across the world. The first article, "A Window on Three Singapore Art Classrooms" (Jane Chia; John Matthews; Paul O'Shea), provides a view of art education in a nursery school, a primary classroom, and a special Art Elective Program at the secondary level in Singapore. The plight of art as a second class subject at the elementary level and the problems and difficulties of the educators echo a common familiarity. "A Classroom in OZ" (Chris Parmenter), looks at art in two secondary classrooms in Australia. "A Look Over the Diversity" (Mirian Celeste Martins), describes the use of three philosophical and pedagogical orientations at work in Brazilian elementary art classrooms. Other articles discuss: "A Personal Window into an Art Class in Budapest" (Istvan Bodoczky); "'A Funny Jungle Gym': In the Front Line of Japan's New Policy for Individualization" (Toshio Naoe); "American Arts Education in Elementary Schools: Craft, Child Art, and Fine Art" (Liora Bresler); and "A Day in the Life of an Elementary Art Specialist in Rural Midwestern America" (Leah H. Morgan). The articles are followed by reports and news from the International Society for Education Through Art (INSEA) members of various world regions. (MM)

ED 385 479 SO 025 119

Marshall, Byron K.
Learning To Be Modern. Japanese Political Discourse on Education.
PUB DATE- 94
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Comparative Education; Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; Foundations of Education; Governance; Higher Education; International Education; Politics; Public Policy; School Policy
IDENTIFIERS- *Japan

This broad historical survey assesses Japan's efforts to overcome dilemmas endemic to all modern school systems in industrialized societies. The book describes efforts to strike a balance between equality and excellence, individual creativity and team cooperation, standardization and innovation, and internationalism and cultural identity in the Japanese school system. The study also provides valuable historical perspectives on such contemporary issues as gender and ethnicity. This volume looks at political discourse on education as a means to understand modern Japanese society. Power struggles and ideological controversies about how to

Cultural Interrelationships; *Culture Conflict; Elementary Education; *Ethnic Groups; *Ethnic Stereotypes; Higher Education; Interpersonal Communication; Minority Groups; Multicultural Education; Personal Narratives; Preservice Teacher Education
IDENTIFIERS- *Language Minorities

This case study describes culture conflicts experienced by Vivian, an Asian language-minority preservice teacher, during two years of her teacher preparation at a large northeastern private university. Data were collected from multiple sources to understand her experiences and perspectives. These include: informant, faculty, and family interviews; participant observation field notes; student work; course syllabi; and program documents. Findings of this study support prior research that indicate bilingual and ethnic minority students experience many tensions as they attempt to reconcile conflicts in language and communication, interpersonal relations, and home and school cultures, and they suggest the need to involve families at all levels of education through projects that connect home and school. Also, findings indicated approaches in teacher training that promote opportunities to talk about cultural issues and resolution of conflicts. The study results supported the need to recruit and retain nonwhite and bilingual teachers and to identify deficiencies in multicultural teacher preparation programs. Finally, the study indicated that despite the rhetoric of increased tolerance on college campuses and in schools, prejudice and racial tensions remain serious problems in educational settings. (Contains 44 references.) (ND)

ED 385 499 SP 036 120

Estabrooke, Marianna; Goldsberry, Lee
Learning Side by Side.
PUB DATE- Apr 95
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Clinical Supervision (of Teachers); Elementary Secondary Education; Extended Teacher Education Programs; Higher Education; Practicums; *Practicum Supervision; Preservice Teacher Education; *Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; *Supervisory Training; Teacher Educator Education; Teacher Educators; Teaching Styles
IDENTIFIERS- *Platform Approach (Education)

The first section of this paper describes the strategies that a veteran teacher developed during a study of supervision undertaken while supervising interns in a preservice practicum. These strategies were supported by the practical knowledge gained from 15 years of classroom teaching, study of clinical supervision, knowledge of models of teaching, and the skills of modifying instructional tactics to suit individual learners. The analysis revealed that the purposes for supervision of interns were consistent from intern to intern, but the strategies used to serve those purposes varied according to the intern's characteristics, the requirements of the lesson, the context of the classroom, and the intern's response to the supervisor's efforts. With the steps of platform-based clinical supervision as an organizing framework, the paper describes the pattern of learning that the interns and the novice supervisor

Mirrors the Naturalness of Human Behavior.
PUB DATE- Oct 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (October 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Psychological Studies; *Self Concept; Self Concept Measures; *Self Efficacy; Teacher Behavior; *Teacher Burnout; *Teacher Morale; *Teacher Motivation
IDENTIFIERS- *Interactive Perceptual Psychology

This study presents results of research on the impact of Interactive Perceptual Psychology (IPP) on teachers. IPP is the psychology showing human behavior as the sum of internal energy derived from thinking, feeling, and acting. This energy comes from the interaction among 10 receptors found within each human being: (1) "man's" will; (2) internal motivation; (3) psychological dimensions; (4) learning styles; (5) cognitive development; (6) belief structures; (7) physiological needs; (8) social/emotional development; (9) language development; and (10) spiritual beliefs. FOCUS, IPP's visual model, includes a four-step process producing replicable, predictable, and measurable outcomes. This study, involving teachers in graduate classes in northeastern Ohio, replicated a quantitative study performed in 1992 that assessed the impact of IPP on four affective measures and supported previously drawn conclusions. Multiple linear regression models analyzed the quantitative data in both studies. In both studies, teacher burnout reflected a linear decline as the number of FOCUS classes increased, while a significant increase in teacher efficacy resulted for teachers experiencing additional FOCUS classes. The second study revealed a positive change in self-concept as attending FOCUS classes increased. Appendix A contains the following instruments: Rosenberg's Self-Concept Study; Maslach's Burnout Scale; and Ashton's Self-Efficacy Scale. (Contains nine references.) (Author/ND)

ED 385 517   SP 036 138

Lomax, Pamela; Evans, Moyra
Working in Partnership To Implement Teacher Research.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; College School Cooperation; Foreign Countries; Higher Education; *Inservice Teacher Education; *Partnerships in Education; *Qualitative Research; *Research Methodology; Secondary Education; Self Evaluation (Individuals); Teacher Educator Education; *Teacher Educators
IDENTIFIERS- England; Reflective Thinking; *Teacher Researchers

This paper explores standards and criteria that can be used to judge the validity of qualitative data as evidence of educational improvement. The paper reports on a self study of the educative relationship between two teacher educators: Pam, from a university school of education, and Moyra, director of indoor sports events. The second concerns anti-doping and includes a list of issues discussed at a 1994 meeting, recommendations on standard urine sampling procedures, and measures to restrict the availability of anabolic steroids. The next main section contains the press release from an informal meeting held April 27-29, 1994, of European ministers responsible for sport. The final section provides conclusions from work undertaken and texts approved by the Committee for the Development of Sport at meetings in 1994. These include statements and descriptions from a seminar on sports facilities and efforts to make sports available to all; texts from consultative meetings on sport for Albania and Hungary and a seminar on sports legislation in Malta; position papers on the social significance of sport; and results from a working party on voluntary work. (JB)

ED 385 534 SP 036 159

Allen, Anne; Coley, Janis
Dance for All 2.
PUB DATE- 95
NOTE- 61p.; For a related document, see SP 036 160.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Dance Education; Elementary Secondary Education; Foreign Countries; *Human Body; Lesson Plans; *Movement Education; Physical Education; Units of Study
IDENTIFIERS- England

This volume contains 30 unit suggestions for dance lessons in elementary or secondary education. The volume opens with a preface, a discussion of the value of dance in education and of how learning takes place in dance, and a glossary. Each of the units that follow is arranged in sets of five lessons on a theme. Each lesson has a structure: exploring the ideas, making the dance, sharing the work, and possible further developments. Teaching and learning approaches are suggested for each unit. The themes that organize the sets of units are: the body, the Greeks, the environment, Explorers, props, and North American Indians. (JB)

ED 385 535 SP 036 160

Allen, Anne; Coley, Janis
Dance for All 3.
PUB DATE- 95
NOTE- 62p.; For a related document, see SP 036 159.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Dance Education; Elementary Secondary Education; Foreign Countries; *Human Body; Lesson Plans; *Movement Education; Physical Education; Units of Study
IDENTIFIERS- England

This volume contains 30 unit suggestions for dance lessons in elementary or secondary education. The volume opens with a preface, a discussion of the value of dance in education and of how learning takes place in dance, and a glossary. Each of the units that follow is arranged in sets of five lessons on a theme. Each lesson has a structure: exploring the ideas, making the dance, sharing the work, and possible further developments. Teaching and learning approaches are suggested for each unit.

Among the computer-based methods used for the construction of trees such as AID, THAID, CART, and FACT, the only one that uses an algorithm that first grows a tree and then prunes the tree is CART. The pruning component of CART is analogous in spirit to the backward elimination approach in regression analysis. This idea provides a tool in controlling the tree sizes to some extent and thus estimating the prediction error by the tree within a certain range of tree size. In the CART pruning process, Breiman, Friedman, Olshen, and Stone (1984) use a linear combination of the expected loss of the decisions by the tree and the total number of the terminal nodes of the tree. In this paper, CART's pruning is extended by considering a function of all the nodes of the tree in addition to the factors involved in the linear combination. For example, if the cost of observing a variable at each node is considered as the main concern of this paper, or the structural complexity of the tree, such an extension can be seen. (Contains two figures and six references.) (Author)

ED 385 555 TM 023 972

Hale, Gordon A.; And Others
Effects of Graduate Coursework on the GRE Quantitative Score for Recent and Nonrecent College Graduates. GRE Board Professional Report No. 84-26P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Jun 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; College Entrance Examinations; *College Graduates; Course Selection (Students); Educational Background; Experience; Graduate Study; Higher Education; *Mathematics; *Scores; *Test Results
IDENTIFIERS- *Graduate Record Examinations

Previous research has shown that the mean quantitative score on the Graduate Record Examinations (GRE) General Test or GRE quantitative score declines with the examinee's age, while the mean GRE verbal score remains relatively constant. It is assumed that the age-related decline in quantitative score is due, at least in part, to an increase in time away from formal academic work. One hypothesis is that taking formal quantitative coursework, such as that provided in graduate school, should cause nonrecent graduates' mean GRE quantitative scores to rebound to a level that is closer to that of recent college graduates. To test this hypothesis, 264 recent graduates and 66 nonrecent graduates whose preadmission GRE scores were available and who had some quantitative coursework were identified. All were administered an abbreviated General Test. The results failed to support the hypothesis. The difference between recent and nonrecent graduates' scores was just as pronounced, relative to scale, as was the difference on the first (preadmission) GRE test. Possible reasons for the results are discussed. One table and one figure present study findings. (Contains seven references.) (Author/SLD)

ED 385 556 TM 023 978

Potenza, Maria T.; Stocking, Martha L.
Flawed Items in Computerized Adaptive Testing.
PUB DATE- Feb 94
NOTE- 46p.
LANGUAGE- English

(DIF) for males and females and for majority and minority group members (i.e., White performance compared with Black, Asian American, Hispanic American, and American Indian performance). Six forms of the SAT, with 379,896 examinees in all, each containing verbal and mathematics sections and the Test of Standard Written English (TSWE), were used. Findings from previous studies, test specifications, and suggestions from experts led to the identification of more than 100 a priori item coding categories. Each SAT item was coded accordingly, by type, content, and format. The Mantel-Haenszel procedure was used to provide an index of DIF for each reference (males and Whites) and focal group (females and ethnic groups other than White) comparison. The study identifies and reports on patterns of differential performance and section-specific differences for gender and ethnic groups. Three appendixes contain the coding categories for verbal and mathematics sections and the TSWE. Study findings are reported in 38 tables. (Contains 29 references.) (SLD)

ED 385 575   TM 024 013

Stricker, Lawrence J.; And Others
Adjusting College Grade-Point Average for Variations in Grading Standards.
PUB DATE- Nov 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Rank; *College Freshmen; Comparative Analysis; Correlation; *Grade Point Average; *Grading; Higher Education; *Prediction; Scores; Sex Differences; Standards; *Statistical Analysis
IDENTIFIERS- *Scholastic Aptitude Test

This study compared the effectiveness of several existing and proposed methods for statistically adjusting college grade point averages (GPAs) for course and departmental differences in grading standards, using first-semester grades from an entire entering class at a large state university (4,351 students), in 1988. Most of the adjusted GPAs produced by these methods functioned similarly and, despite high correlations with actual GPA, had greater internal-consistency reliability than actual GPA and were more predictable from Scholastic Aptitude Test (SAT) scores and high school rank (HSR). Most of the adjusted GPAs also functioned similarly with regard to sex differences in over-underprediction. The adjusted GPAs and actual GPAs exhibited the same small but significant sex differences in over-underprediction by SAT scores, but the adjusted GPAs displayed smaller differences than actual GPAs in over-underprediction by SAT scores and HSR. Seven tables present analysis results. (Contains 44 references.) (Author/SLD)

ED 385 576   TM 024 014

Pashley, Peter J.
Graphical IRT-Based DIF Analyses.
PUB DATE- Nov 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Estimation (Mathematics); *Identification; *Item Bias; Item Response Theory; Psychometrics; *Statistical Analysis; *Test Items

insightful strategies in the multiple-choice format than in the free-response format. Finally, on multiple-choice items, both males and females used options to detect calculation errors, with females using this strategy somewhat more than males. One table gives score distribution by sex. Appendix A contains multiple-choice and free-response versions of items used in the protocols. Appendix B provides samples of solution strategies. (Contains 31 references.) (Author/SLD)

ED 385 597 TM 024 045

Powers, Donald E.
An Approach to Classifying Teachers According to Their Orientations to Teaching. The Praxis Series: Professional Assessments for Beginning Teachers(TM).
PUB DATE- Sep 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Educational Philosophy; *Orientation; Responses; Surveys; Teacher Effectiveness; *Teachers; *Teaching (Occupation)
IDENTIFIERS- *Additive Models

A small, representative sample of 114 U.S. teachers was asked to indicate the extent to which their teaching corresponded to each of five models of teaching. The models were those discussed by M. M. Kennedy: (1) process model; (2) learning community model; (3) additive model; (4) transformational model; and (5) conceptual change model. Respondents were then clustered according to the similarity of their responses. Four categories emerged. A major perspective that distinguished the groups was whether or not they perceived their teaching as corresponding to an "additive model," i.e. an approach in which content coverage is emphasized. The clusters also differed with respect to subject matter taught and teachers' assessments of the importance of several teaching functions. Five tables present teacher responses and categories. (Contains 20 references.) (Author/SLD)

ED 385 598 TM 024 046

Powers, Donald E.
Assessing the Classroom Performance of Beginning Teachers: Educators' Appraisal of Proposed Evaluation Criteria. The Praxis Series: Professional Assessments for Beginning Teachers(TM).
PUB DATE- Jun 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; *Criteria; Ethnicity; Evaluation Methods; Experience; Intellectual Disciplines; Orientation; *Performance; Teacher Certification; *Teacher Evaluation; Teaching Methods; *Test Construction
IDENTIFIERS- *Praxis Series

Surveys were conducted of two multi-state samples of educators, who provided ratings of the importance of two preliminary versions of the classroom performance assessment criteria being developed for The Praxis Series: Professional Assessments for Beginning Teachers(TM). One sample, with 114 respondents, was chosen primarily on the basis of its familiarity with basic

Elementary Education; Elementary School Students; Ethnic Groups; Formative Evaluation; High Schools; High School Students; *Integrated Activities; Minority Groups; *Partnerships in Education; Program Evaluation; Summative Evaluation; *Urban Schools
IDENTIFIERS- New York City Board of Education; United Way
The Community Achievement Project in the Schools (CAPS) is a public-private partnership between the United Way of New York City and the New York City Board of Education. As part of a dropout prevention initiative, CAPS is designed to integrate the services of community-based organizations and schools. The Teachers College of Columbia University has conducted summative and formative evaluations of CAPS and its management. As part of the 1992-93 evaluation, six CAPS partnership sites were selected for more in-depth case study. All of these partnerships had been identified early in the collaboration as promising sites for cooperation between community-based organizations (CBOs) and schools. Two of the six CBOs had African-American leadership; two had Latino; and two had Caucasian leadership. Case studies provided strong evidence that students are well-served by these partnerships. The characters of the partnerships varied considerably. Each partnership solved some problems effectively, but faced continuous limitations on effectiveness in some identified areas. A 15-item bibliography suggests further reading. Contains 10 references. (SLD)

ED 385 618   UD 030 506

Somach, Susan D.
Bosnian Refugee Resettlement in the U.S. Survey Report.
PUB DATE- May 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; Cultural Awareness; English (Second Language); Federal Legislation; Foreign Countries; *Immigrants; Immigration; Orientation; *Refugees; *Relocation; *Social Services; Surveys
IDENTIFIERS- *Bosnia and Herzegovina; Yugoslavia (Bosnia)
In early 1995 the Center for Applied Linguistics conducted a survey of 42 refugee service providers in 22 communities throughout the United States. The purpose of the study was to collect information about Bosnian resettlement and to elicit the recommendations of service providers about the content of pre-arrival orientation for Bosnian refugees. Since July 1994 the U.S. Department of State has funded the International Catholic Migration Commission to provide cultural orientation to U.S.-bound refugees from Bosnia. An overwhelming conclusion from the survey is that services available for Bosnian refugees vary widely by area and sometimes by refugee. In addition, the favorable climate for legislative reform could rapidly make current information obsolete. It is difficult to make generalizations about refugee services in advance of their arrival. English classes are generally available, and the voluntary agencies are generally succeeding in placing Bosnians in entry-level jobs. The greatest adjustment challenges are in the areas of language, starting over, work, culture shock, and current events in Bosnia. Recommendations are made for programs in the United States and for enhanced preparation for immigration in Bosnia. The importance of cultural orientation is emphasized. Five appendixes provide supplemental

on adult literacy education is articulated in the Adult Education Act (AEA) and National Literacy Act, which amended the AEA in 1990. These provide for adult basic education (ABE), adult secondary education (ASE), and English-as-a-Second-Language (ESL) instruction. Current ESL adult learners are primarily Hispanic and Asian, living in urban areas and the west, foreign-born, literate in their first language, and of limited oral English proficiency. About two-thirds of adult education programs provide ESL instruction, commonly offered through public schools. ESL program components often have larger enrollments and larger classes than ABE or ASE, and participants acquire three to four times as much instruction. Self-reports of ESL clients and standardized test scores indicate that instruction improves basic English skills and enhances employability, and ESL clients show interest in continuing their education. While the ESL target population is much smaller than the ASE target population, ESL services are in greatest demand, and demand exceeds current capacity. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

teacher-directed. (Contains 16 references.) (MDM)

ED 385 191 HE 028 457

Wright, Sharon; Hyle, Adrienne E.
Navigating Change: Improving the Process for Multicampus Higher Education.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Campus Planning; *Change Strategies; *College Administration; College Planning; Coping; *Educational Change; Higher Education; Leadership; Long Range Planning; Models; *Multicampus Colleges; Staff Development; *State Universities
IDENTIFIERS- Empowerment

This study examined the process used to accomplish multicampus change and coordination at a large state university and compared the components of the change process to a model to determine if there was a need to modify either the university change process, the model, or both. Data on organizational change were collected through in-depth interviews and observations and compared to the Fullan (1982, 1990) model of educational change, which identifies six essential themes that must be confronted in order for change to succeed. They are: (1) vision-building and leadership; (2) initiative-taking and empowerment; (3) evolutionary planning; (4) monitoring and problem-coping; (5) restructuring; and (6) staff development and resource assistance. The study found that applying a change model offers an opportunity to increase the odds of success in a way that is both practical and within reach. (Contains 23 references.) (MDM)

ED 385 212   HE 028 500

Engel, C., Ed.; And Others
Annals of Community-Oriented Education, 1994.
PUB DATE- 94
NOTE- 477p.; Published annually. For volume 6, see HE 028 499.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Admission Criteria; *Allied Health Occupations Education; Career Choice; Comparative Education; Curriculum; Educational Methods; Educational Policy; Foreign Countries; Global Education; Health Occupations; Higher Education; *Medical Education; *School Community Programs; Student Evaluation; Teacher Education
IDENTIFIERS- *Community Oriented Schools; Problem Based Learning

This volume presents 47 papers addressing various aspects of community-oriented education; lists relevant and current books, articles and papers; and provides basic information about the international non-governmental organization, the Network of Community-Oriented Educational Institutions for Health Sciences. The papers are grouped into the following six categories: (1) strategies and change (with papers from India, Canada, the Philippines, China and the United Kingdom); (2) curricula and courses (from Australia, China, Sweden, the Netherlands, Ethiopia, India, Nigeria, Australia, and Egypt); (3) postgraduate and continuing education (Chile, Turkey, Italy, Australia, and Canada); (4) problem-based learning (United States, Australia, West Indies, Malaysia, and the Netherlands); (5) other methods and materials (Turkey, United Arab Emirates, Australia, Canada, Italy, United Kingdom, and Switzerland); and (6) assessment (India, Malaysia, Australia, United States, and Italy). A section on literature lists recent books, journals and newsletters, and recent papers on the following topics: assessment, assessment (objective structured clinical examinations), assessment with standardized patients, communication skills, community-based education, evaluation by students, ethics, learning, policy and strategy, problem-based learning, selection for admission, stress, and teaching. The final section provides information on the Network including a listing of member institutions, a listing of the Network executive committee and secretariat, a statement of the Network objectives, and an explanation of membership. (Many individual papers contain references.) (DB) and CU-SeeMe to enhance their exploration. As instructor, the researcher became a participant observer for both classroom and electronic interactions, and a reflective journal was kept throughout the life of the project. Prior to the beginning of the seminar, participants completed surveys to assess their initial knowledge of telecommunications and to determine their expectations. Participants maintained reflective journals and daily logs as they investigated and explored various telecommunications resources. Formal and informal interviews were conducted individually and in groups, and semi-structured questionnaires were sent to participants several months after the seminar ended. The paper provides insights into the current status of information technologies in a rural region, describes the stories of these individuals, and offers recommendations for increased success in future implementation efforts. (Contains 14 references.) (MAS) services. Remote educational opportunities in both the cable television and telecommunications technologies are enhanced through the elimination of prior restrictions on two-way cable transmissions, allowing expansion for educational programming purposes. On July 1, 1995, the state adopted a bill that will establish a communications grant program for all public schools and libraries, and established the Connecticut Library Network, a networked expansion of the State Library's existing statewide database. The following are offered as examples of the state's initiatives in distance education: Telecommunications Incentive Grant (TIG) funding by the Southern New England Telephone Company (SNET), Area Cooperative Educational Services (ACES), SNET's electronic information network, I-SNET, and classroom reconfigurations. Additional legislation established a committee on shared information technology and an educational grant program dedicated to funding projects tied to Connecticut's electronic superhighway, and approved a proposal for a distance learning pilot program and educational information highway which would link 14 New Haven area towns to an interactive video network to be shared among 15 school districts. The influence of telecommunications legislation on remote education and jobs, urban versus rural learning, and multimedia teleconferencing is discussed. Connecticut's communications network infrastructure, always lagging behind the concomitant regulatory and legislative framework, is beginning to develop the broadband capabilities necessary for distance learning, and ultimately will be capable of supporting multiple types of data use and transfer. Five tables illustrate data. (Contains 56 references.) (MAS)

1994.
PUB DATE- 94
NOTE- 455p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Databases; Educational Technology; Information Management; Information Retrieval; *Information Science; Information Scientists; Information Services; Information Systems; *Information Technology; Local Government; Online Catalogs; Relevance (Information Retrieval); State Government; Trend Analysis
IDENTIFIERS- Digital Imagery; Health Sciences Information

This annual publication describes and appraises activities and trends in the field of information science and technology. The chapters contain scholarly reviews of specific topics as substantiated by the published literature. This volume's nine chapters fit within a basic framework of four sections: "Planning Information Systems and Services"; "Basic Techniques and Technologies"; "Applications"; and "The Profession." Chapters are: "Relevance and Information Behavior" (Linda Schamber); "Information Retrieval Techniques" (Paul B. Kantor); "Digital Image Representation and Access" (Javed Mostafa); "Database Access Systems" (Prudence W. Dalrymple and Nancy K. Roderer); "Health Informatics" (Jennifer MacDougall and J. Michael Brittain); "Online Catalogs: Enhancements and Developments" (Ann O'Brien); "Managing Information Systems in State and Local Government" (Patricia D. Fletcher and Deborah Otis Foy); "Information Technology in Education" (Dianne Rothenberg); and "LIS Professionals as Knowledge Engineers" (Alan Poulter, Anne Morris, and Julie Dow). A keyword and author index of ARIST titles for volumes 1-29 is also included. (MAS) photocopy revenue outside the photocopy unit. Seventy-three percent of respondents indicated that they had a plan for equipment replacement; 39% indicated the existence of funds for this purpose. Twenty-nine percent advertised their photocopy services in campus newspapers, bulletin boards, or other sources outside the library. When asked to rank seven current issues for their importance to photocopy operations, respondents selected copyright and preservation as most important, followed by ADA compliance, recycling, document delivery, and resource sharing. Examples of library operating budgets, photocopy machine statistics, services and pricing, and advertising are provided. (Author/MAS)

IDENTIFIERS- California

This report provides data on the goals and outcomes of a consortium established in 1994 by public and private safety agencies and community colleges in California. The opening sections describe the formation of the consortium, indicating that its main goals are to reduce duplication of public safety course offerings at adjacent locations; create an inventory of resources that could be shared; implement a centrally-located computerized schedule of course offerings to publicize training dates, times, and locations; identify training needs; and facilitate the articulation of Tech Prep programs with local high schools. Next, an overview of operations is provided, indicating that four subcommittees were formed to review curricula, establish a public safety forum on an electronic bulletin board, review training needs, and undertake marketing initiatives, respectively. Next, outcomes, an evaluation, and conclusions are provided for seven program objectives and an overall program evaluation is presented. The program evaluation describes outcomes related to dissemination of project data and provides summative reports of outcomes from the four subcommittees. Finally, conclusions, recommendations, and a discussion of public safety trends and future project goals are presented. Appendixes include a list of advisory committee members, a map of consortium members, text of the Assembly Resolution requiring public safety courses, a consortium organizational chart, a copy of a questionnaire used to determine existing resources, and a position paper on public safety coursework. (KP)

positioned on a rapidly expanding industrial corridor, EPCC's constituency is quickly changing in size, demographics, and academic needs. To determine the current needs of its varied constituents, and to predict future trends, EPCC mailed surveys to 1,000 residents in nearby counties and to 1,300 area high school seniors asking both demographic and academic questions. Questionnaires were returned from 82.5% of the polled high school seniors (n=853) and 17.5% of the polled residents (n=181). Results were as follows: (1) the majority of respondents were Hispanic (71.8%); (2) 79.7% of respondents had either attained a high school diploma or the equivalent; (3) 55.5% of respondents reported a total annual family income of under $20,000; (4) the most popular fields of study selected by the respondents were computer and information services, health occupations, and education. The community survey instrument and 18 data tables and charts providing demographic information are included. (KP)

ED 385 323 JC 950 397

Leitzel, Thomas
The Apprenticeship Component: A Vital Part of Work Force Training.
PUB DATE- Aug 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Apprenticeships; Community Colleges; *Education Work Relationship; Industrial Training; *School Business Relationship; Two Year Colleges; Vocational Education

Though formal arrangements between community colleges and business and industry are increasing, structured workplace apprenticeship arrangements remain scant. Such arrangements have a number of advantages for students, colleges, and industry, including: (1) they represent a way in which colleges can gain private sector support for experiential learning programs; (2) students enrolling in apprenticeship programs practice technical skills while learning specific applications that benefit both industry and the learner; (3) in addition, students benefit by increased employment opportunities and the likelihood of rapid advancement within the firm; and (4) industry benefits through employees capable of beginning full-time employment with known, specific competencies which contribute to overall productivity. Community colleges have always attempted to provide courses that enable vocational education students to find jobs in current technologies. However, curriculum design and implementation processes often take so long that students end up trained in skill areas that are no longer current. Having students participate in a program with a practical, experiential, apprenticeship component permits training that is consistent with industry requirements. (KP)

-to which Senate Bill 1513 was referred--recommends that the bill pass as amended, thereby clearing the way for reauthorization of the Elementary and Secondary Education Act of 1965 legislation, including Title 1. Title 1 funds have been a major factor in providing locally operated "compensatory" educational programs, as well as other educational programs. Renamed the Improving America's Schools Act of 1994, the legislation is designed to continue improvement of learning and teaching and also to realign federal educational policy and programs to achieve the educational objectives of the Goals 2000 bill. The report is divided into nine sections. The first 123 pages contain sections on: (1) introduction to and purpose of the legislation; (2) committee views; (3) tabulation of votes cast in committee; (4) cost estimate of the legislation; (5) regulatory impact statement; (6) section-by-section analysis of the bill; (7) additional views of Senator Dave Durenberger; and (8) minority views of Senator Dan Coats. Section 9, the remaining 457 pages, examines changes in existing law that would result from passage of this bill. (ET)

ED 385 342   PS 022 904

Musatti, Tullia
Quality of Child Care and Children's Quality of Life.
PUB DATE- Sep 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; *Day Care; *Day Care Centers; *Day Care Effects; Early Childhood Education; Educational Attainment; Educational Quality; Employed Women; Employment Level; *Family Day Care; Fathers; Foreign Countries; Mothers; Parent Attitudes; Parent Child Relationship; *Quality of Life; *Socioeconomic Influences
IDENTIFIERS- Day Care Selection; Italy

This paper examines child care quality and the effects of in-home and out-of-home child care on children's quality of life, focusing on the results of a 1992 study of child care in northern and central Italy. The study surveyed the parents of 2,158 toddlers cared for exclusively in the home and 2,346 toddlers attending public day care centers. It found similar percentages of intact families and families in which both parents worked among both groups, and that choice of care was related to the mother's employment and, when she is employed, to the socioeconomic status of her job. Mothers in higher paid and higher prestige positions were more likely to use paid caregivers and day care facilities than lower paid mothers, who relied more on relatives for help in caring for their children. The study also found that children in day care centers tended to have more social interactions with peers, spend less time watching television, and spend more time with their fathers than children who were cared for by their mothers or other caregivers. (Contains 18 references.) (MDM)

their schools; (3) parents perceive that COGNET training for teachers is related to teacher attitudes with regard to their welcoming parents into their classroom; and (4) relationships among parents were a reason for parent participation in COGNET schools or an outgrowth of the parent involvement program. (The parent involvement interview guide and list of unifying themes on parents' commitment to participation in school activities are attached.) (AP)

Using three waves of a cross-sequential, longitudinal study of elementary school students, their families, and their teachers, this study documented patterns of use of parent involvement strategies across grades 1 through 6 using teacher and parent reports. The results indicated that, in general, teachers reported infrequent use of parent involvement strategies, with the exceptions of providing parents with basic information on classroom procedures, and providing feedback for negative student behaviors. In general, mothers corroborated these reports, indicating infrequent solicitations of direct involvement, but also reporting that they received fewer basic communications than teachers reported. Despite the lack of school-initiated efforts to involve parents, mothers reported quite frequent engagement with their children in reading activities in the early grades, and in other academic activities and educationally relevant discussions across the elementary years. Correlations between teacher and parent reports showed few significant relationships, suggesting either a communication gap between home and school, or a lack of parental acknowledgement of these practices due to their infrequency. An appendix contains teacher scales intended to measure parents' educational involvement. (Contains 21 references, 9 tables, and 4 figures.) (MDM)

Native American state legislators, a list of federally recognized tribes of each state, and Native American population by state. (LP)

ED 385 401 RC 019 976

White-Tail Feather, Alex; And Others
State-Tribal Legislation: 1992 and 1993 Summaries.
PUB DATE- Feb 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; Elementary Secondary Education; Federal Indian Relationship; Government Role; Higher Education; Legislators; State Government; *State Legislation; *Tribal Government; *Tribal Sovereignty; Tribes
IDENTIFIERS- Native Americans; State Legislatures; *State Tribal Relationship

This report summarizes state legislative activity in 1992 and 1993 pertaining to Native American issues. An overview of each year is followed by state-by-state summaries. In 1993, of 238 bills, resolutions, and memorials introduced, 116 were enacted, with 31 pending. During 1993, education issues were important and included the integration of American Indian history, language, and culture into school curriculum; college scholarships; and tuition issues. Of 291 bills introduced in 1992, 106 were enacted. Issues included authority for intergovernmental agreements; burial protection; child welfare; cultural and historical preservation; designation of Native American days or weeks; economic development; Native American education; federal and state recognition of Indian tribes; tribal gaming; jurisdiction; natural resources allocation and protection of hunting, fishing, timber, and water rights; religious freedom; sovereignty; taxation; tribal courts; and waste disposal. (LP)

ED 385 419   RC 020 206

Baker, Richard
The Education Institution.
PUB DATE- 95
NOTE- 29p.; Chapter 9 in: "Los Dos Mundos: Rural Mexican Americans, Another America," see RC 020 197.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Anglo Americans; Dropouts; *Educational Discrimination; Elementary Secondary Education; Ethnic Bias; Higher Education; *Mexican American Education; Mexican Americans; *Racial Bias; *Racial Relations; Rural Areas; School Community Relationship; Small Towns; Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Hispanic American Students; *Idaho (Southwest)

As part of a study of racial relations between Mexican Americans and Anglo Americans in rural Idaho, over 60 teachers, school administrators, and students were interviewed in educational institutions in five southwestern Idaho communities. One high school was the focus of field research, which also included attending school activities and school board meetings. Mexican American subjects agreed that the needs of Mexican American students were not being met, producing a dropout rate estimated at 40-60 percent. Mexican American teachers believed that Mexican American students drop out in junior high school because of deficient academic skills caused by inadequate bilingual education. On the other hand, Anglo teachers and administrators blamed the dropout problem on Mexican American parents who have little education, speak Spanish at home, and do not participate in school functions. Generally, Anglo educators had not been exposed to multicultural teaching methods, and felt that it was Mexican American parents and students who had to change. Anglo administrators vacillated between paternalistic and colonialist attitudes, felt that the school role was to foster assimilation of minority groups, and dismissed criticisms of the school and suggestions for change. Notably, Mexican American dropouts enrolled in GED classes in an alternative school demonstrated more success than in regular school settings, possibly because of the acceptance and respect accorded them by alternative-school staff. This chapter also describes a Boise State University program to train Mexican American teachers and lists 14 recommendations of an Idaho state task force on Mexican American education. (SV)

*Mathematics Teachers; Observation; Secondary Education; *Sex Differences; *Socioeconomic Status

IDENTIFIERS- Australia (Brisbane)

The study was conceptualized within the social critical perspective to investigate the effect of gender and socioeconomic background on the students' classroom communication and the hidden curriculum. Year 9 mathematics classrooms in two single-sex private schools were observed during the course of learning one chapter from the same textbook. One class was in a low socioeconomic girls' school and the other in a high socioeconomic boys' school. Being an exploratory study, these two types of schools were chosen to maximize differences between them. Constructs from sociolinguistics were employed to investigate the variation in discourse between the two classes. Comparison of the context of discourse in mathematics in the two classrooms showed that, even though the teachers and students were engaged in working from the same textbook, the actualized curriculum was quite different in both classes. The class in the boys' school was developing mathematics as a highly formal field of study, stressing mathematical structures, concepts, and language, whereas the class in the girls' school was developing mathematics as a set of skills or rules. Contains 40 references. (MKR) part 1 are: (1) Expanding Our Sense of Time and History; (2) A Planet in Transition: The Intergovernmental Order; (3) A Planet in Transition: The Nongovernmental Order; and (4) Conflict, Diversity, and Species Identity. The second part deals with new perspectives on educating not found in schooling. The chapters in part 2 are: (5) Growing Up in a High-Technology Culture: Problems of Knowing; (6) Uses of the Imagination; (7) Crafting the Civic Culture through International Nongovernmental Organizations; and (8) Peace Proxis: The Craft and Skills of Doing Peace. This volume addresses the problems of understanding different cultures and explores problem solving and conflict resolution across cultural and national barriers. This book is recommended for courses in foundations of education, philosophy and sociology of education, and conflict and peace studies. Included in the book are two appendices: "Portfolio of Global Experience"; and, "A Workbook for Imaging a World without Weapons." The appendices are practical resources for students using this book. (RJC) socialize and enculturate youth are at the heart of the processes by which a society is continually recreated. The book is organized around three revolutions in Japanese education. The first refers to the late 19th century Meiji Restoration period, the second to the mid-20th century U.S. Occupation period, and the third to the more recent efforts at yet another set of sweeping reforms. (RJC)

ED 385 480   SO 025 120

Ravitch, Diane, Ed.; Vinovskis, Maris A., Ed.
Learning from the Past. What History Teaches Us about School Reform.
PUB DATE- 95
NOTE- 381p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational History; *Educational Policy; Elementary Secondary Education; Foundations of Education; Multicultural Education; Policy Analysis; School Choice
IDENTIFIERS- National Standards

Reflecting a variety of intellectual and disciplinary orientations, this volume examines major changes in educational development and reform and considers how such changes have been implemented in the past. The material addresses questions of governance, equity and multiculturalism, curriculum standards, school choice. The book has four parts. Part 1, "Changes in Education over Time," contains the following articles: "Assimilation, Adjustment, and Access: An Antiquarian View of American Education" (Patricia Albjerg Graham); "Who's in Charge? Federal, State, and Local Control" (Michael W. Kirst; "Attitudes, Choices, and Behavior: School Delivery of Health and Social Services." (Michael W. Sedlak). Included in part 2, "Equity, and Multiculturalism," are: "Changing Conceptions of Educational Equity" (David L. Kirp); "Ethnic Diversity and National Identity in Public School Texts" (Reed Ueda); and "American History Reconsidered: Asking New Questions about the Past" (Gary B. Nash). The articles in part three, "Recent Strategies for Reforming the Schools," are: "The Search for Order and the Rejection of Conformity: Standards in American Education" (Diane Ravitch); "Reinventing Schooling" (David Tyack); and "The New Politics of Choice" (Paul E. Peterson). Part 4, "The Six National Goals," contains the following: "School Readiness and Early Childhood Education" (Maris A. Vinovskis); "School Leaving: Dead End or Detour?" (Joseph F. Kett); "Rhetoric and Reality: The High School Curriculum" (David Angus and Jeffrey Mirel); "Literate America: High-Level Adult Literacy as a National Goal" (Carl F. Kaestle); and "'Reefer Madness' and 'A Clockwork Orange'" (William J. Reese). (RJC) experienced. Vignettes of interactions between the supervisor and interns drawn from the documents created during the sequences illustrate the use of strategies and the results for interns as well as the reflection that guided the supervisor's practice. Parallels are drawn to the learning experiences of students, interns, and supervisors as each learned through reflection on experience with the assistance of a more knowledgeable person. The paper concludes with a description of the joy and satisfaction experienced in learning to supervise preservice teachers. The second section of the paper is the program coordinator's commentary on the supervision strategies. (Contains 13 references.) (Author/ND)

ED 385 500   SP 036 121

Middleton, Sue; May, Helen
Towards an Oral History of Educational Ideas in New Zealand as a Resource for Teacher Education.
PUB DATE- Apr 95
NOTE- 30p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; *Educational History; Educational Policy; *Educational Research; *Educational Theories; Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Interviews; Oral History; Personal Narratives; Primary Sources; *Teacher Education; Teacher Influence; *Theory Practice Relationship
IDENTIFIERS- *Life History Method; New Zealand

This paper reports research on: the major educational ideas that have shaped New Zealand's educational policies and influenced the content and form of teacher training and early childhood education; the educational ideas that have influenced teachers and former teachers; and how teachers have reacted to the major changes that policymakers have implemented. Data were collected from a literature review and from 150 life-history interviews. The paper focuses on three retired teachers who have been prominent "progressive" educators. These case studies show how each teacher's theories build onto pre-existing educational, political, or social concerns or projects, indicating the importance of the time, form, and context in which educational ideas are encountered. This approach enables exploration of relationships between the educational theories in academic texts and policy documents and the ways individual teachers and others involved in education think and act in their everyday situations. The paper suggests that life-history approaches are assuming increasing popularity in educational research and in teacher education to help combine the everyday and the theoretical dimensions of experience. (Contains 38 references.) (ND)

an inservice education program at a large comprehensive school. Pam is also Moyra's supervisor and the work Moyra facilitates within her school is the substance of her Ph.D. thesis. The study concerns action research, a form of self reflective enquiry for practitioners to improve their practices and the context in which they work; an adapted version of memory work is used in this research. The paper describes the educational values that underpin this partnership of school and university, and demonstrates how the two teacher educators try to live these values in their own practice. It provides an explanation of their motives and actions as teacher educators in relation to these values through an analysis of specific data and presents this explanation in the form of two stories. Results of the study indicate that the use of memory work in the methodology and story as a way of representing the outcomes of educational research are substantial additions to the methodology of self study within action research. It is intended that the paper will enable its readers to draw conclusions about the significance of a co-researcher self study action research approach to the emergence of a distinctively educational research that makes a contribution to the development of a new form of educational theory. (Contains 44 references.) (ND)

The themes that organize the sets of units are: visual stimuli, games, non-verbal communication, the Egyptians, dance by chance, and language. (JB)

ED 385 536   SP 036 161

Frazao, Elizabeth
Consumer Concerns about Nutrition: Opportunities for the Food Sector.
PUB DATE- Oct 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Behavior Patterns; *Consumer Economics; Dietetics; Federal Legislation; Federal Regulation; *Food Standards; *Health Promotion; *Nutrition; *Public Health; Social Change; *Sociocultural Patterns

The growing evidence of the link between diet and health has not been lost on consumers in the United States. As awareness of the diet-health link has increased through nutrition education, consumers have changed their diets. Although there is still considerable room for improvement in meeting Federal food-guidance recommendations, nutrition concerns have become an important factor in food choices. Both the food sector and the Federal Government have responded to consumer concerns about nutrition through improvements in the nutrient profile of food products, improved information on food labels, and nutrition education program such as "5 A Day For Better Health", aimed at increasing consumption of fruits and vegetables. Technological advances in food processing have given the food industry new tools that are likely to accelerate the introduction of tasty healthier foods. Changes in what, where, and how food products are produced present unlimited opportunities for domestic and foreign producers and food manufacturers who can identify, respond to, or create new consumer food desires. The topics covered are: Diet and health guidance; awareness of the linkage between diet and health; trends in food consumption; intake levels and dietary guidelines; changes in food consumption patterns, 1977-1988; responses of both the food sector and the government; and likely impacts on agriculture. An appendix provides the main sources of information. (Contains 42 references.) (Author/JB)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing;
*Multiple Choice Tests; Scoring; Simulation; Test Bias;
*Testing Problems; *Test Items; Thinking Skills; Verbal Tests
IDENTIFIERS- *Flawed Items; Test Repeaters; Test Rescoring

A multiple choice test item is identified as flawed if it has no single best answer. In spite of extensive quality control procedures, the administration of flawed items to test-takers is inevitable. Common strategies for dealing with flawed items in conventional testing, grounded in the principle of fairness to test-takers, are reexamined in the context of adaptive testing. These are usually removing the flawed item or rescoring it in a reasonable fashion. An additional strategy, available for adaptive testing, of retesting from a pool cleansed of flawed items, was compared to the existing strategies. A simulation was performed for 1,300 simulees from a uniform distribution of proficiency on a test of verbal reasoning. Results were weighted to reflect the results of a typical distribution of proficiency. Retesting was found to be no practical improvement over current strategies. Six tables present analysis details, and an appendix explains the weighted derivations. (Contains 14 references.) (Author/SLD)

IDENTIFIERS- *Graphic Representation

The detection of differential item functioning (DIF) has become an important psychometric research topic in recent years. A number of item response theory (IRT) methods for solving this problem have been suggested. A common approach is to calculate some function of the area between item response curves estimated from the subpopulations of interest. While these methods relay overall item level DIF information, they do not indicate the location and magnitude of DIF along the ability continuum. In order to provide these important details, this paper presents a method for producing simultaneous confidence bands for the difference between item response curves. After these bands have been plotted, the size and regions of DIF are easily identified. Implementation considerations and illustrative examples are also given. One figure illustrates the discussion, and an appendix presents elements of information matrices associated with different parameters. (Contains 21 references.) (Author/SLD)

ED 385 577 TM 024 015

Wainer, Howard; Thissen, David
Choosing: A Test. ETS Program Statistics Research.
PUB DATE- Nov 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; Cost Effectiveness; Responses; *Scoring; *Selection; *Test Items; Test Use
IDENTIFIERS- *Choice Behavior; National Assessment of Educational Progress

If examinees are permitted to choose to answer a subset of the questions on a test, just knowing which questions were chosen can provide a measure of proficiency that may be as reliable as would have been obtained from the test graded traditionally. This new method of scoring is much less time consuming and expensive for both the examinee and the testing organization. Moreover, because of the decreased response burden, it may be expected that its use may reduce the nonresponse rate in such low impact educational assessments as the National Assessment of Educational Progress (NAEP). It is recommended that in assessments that allow the examinee to choose among a set of items, an attempt be made to encourage the examinee to record the item that will be answered before they are actually attempted. In this way, it may be possible to obtain much of the information that would have been contained in the actual responses, even if the examinee chooses finally not to answer. Four tables illustrate the discussion, and a technical appendix discusses calculating the reliability coefficient. (Contains six references.) (Author/SLD) academic skills needed by beginning teachers. The other (131 replies) was chosen primarily on the basis of teachers' certification in particular subject fields. There was considerable agreement about the importance of criteria across several classifications of educators according to ethnicity, instructional level, years of teaching experience, subject area, and orientation to teaching. Nine tables present survey findings. (Contains 10 references.) (Author/SLD)

ED 385 599 TM 024 047

Boldt, R. F.; And Others
Distribution of ACTFL Ratings by TOEFL Score Ranges.
PUB DATE- Nov 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Correlation; *English (Second Language); Higher Education; *Language Teachers; Performance; Rating Scales; *Scores; Second Languages; *Statistical Distributions; Test Results; Test Use
IDENTIFIERS- *American Council on the Teaching of Foreign Langs; *Test of English as a Foreign Language

The purpose of this study was to align verbal descriptions of test takers' language performance with distributions of the numerical scores they received on the three sections (Listening Comprehension, Structure and Written Expression, and Reading Comprehension and Vocabulary) of the Test of English as a Foreign Language (TOEFL). The descriptors of the American Council of Teaching of Foreign Languages (ACTFL) were used as anchors for the TOEFL scores. Eighty-four English-as-a-Second-Language instructors rated the listening, reading, and writing proficiency of students (from 60 to 150 at each of 7 institutions) using the ACTFL descriptors. The ratees then took the TOEFL. Students' ACTFL ratings were quantified and cross-tabulated with TOEFL section scores. Although there was no one-to-one correspondence between the TOEFL score level and the ACTFL rating level, the many substantial correlations between test scores and ratings provided evidence that the ACTFL ratings and TOEFL scores tap similar underlying skills. Distributions of the ratings at levels of the TOEFL scores were developed to help interpret TOEFL scores in terms of language performance. Seven tables and one figure illustrate the analyses. Three appendixes give ACTFL guidelines, the rating booklet, and percentile distributions for ACTFL ratings. (Contains 13 references.) (Author/SLD) information, including the agency questionnaire. (SLD)

ED 385 619   UD 030 508

Smith, Thomas M.
The Educational Progress of Black Students. Findings from "The Condition of Education, 1994." No. 2.
PUB DATE- May 95
NOTE- 28p.; Data extracted from "The Condition of Education, 1994," (ED 371 491).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Black Students; College Entrance Examinations; Comparative Analysis; *Dropouts; *Educational Attainment; Educational Experience; Elementary Secondary Education; Enrollment; Higher Education; Literacy; Preschool Education; *Test Results; Whites

Although both blacks and whites have made important gains in education over the past two decades, it is apparent that blacks continue to trail whites in many areas. These findings outline some of the educational differences between blacks and whites. Black children still start school with less preschool experience than white children. Gaps in the academic performance of blacks and whites appear as early as age 9 and persist through age 17. Despite substantial gains made recently by blacks, their scores on the Scholastic Aptitude Test still lag behind those of whites. Black students are still more likely to drop out than whites, although the gap is closing. Black students are also more likely than their white peers to face a disorderly learning environment, even though black and white students have similar attitudes about the teaching quality in their schools. Both black and white high school graduates are following a more rigorous curriculum than a decade ago, but black high school graduates are still less likely to take advanced science and mathematics courses. The educational aspirations of black and white students are similar, but blacks are less likely to make an immediate transition to college and are less likely to have completed college by ages 25 to 29 years. Blacks have lower literacy levels than whites as adults. Eleven graphs and 8 tables illustrate these findings. (Contains 11 references.) (SLD)

ED 385 620 UD 030 510

Kotloff, Lauren J.; And Others
The Plain Talk Planning Year: Mobilizing Communities To Change.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Adults; Attitude Change; *Community Involvement; Contraception; Disease Control; Educational Change; Health Personnel; *Planning; Pregnancy; Program Evaluation; Program Implementation; Research Design; *Urban Areas
IDENTIFIERS- Annie E Casey Foundation; *Mobilization; Sexually Transmitted Diseases

In 1993 The Annie E. Casey Foundation made a substantial commitment to the goal of reducing adolescent pregnancy and sexually transmitted disease by investing in the design and development of the Plain Talk initiative. Plain Talk attempts to organize and mobilize community residents to change the attitudes and practices of adults, teenagers, and service providers to support the wider use of contraception and protection. The experiences of six Plain Talk communities, in urban neighborhoods in Atlanta (Georgia), Hartford (Connecticut), Indianapolis (Indiana), New Orleans (Louisiana), San Diego (California), and Seattle (Washington) were documented by Public/Private Ventures, the project's evaluator. This report describes the sites and their planning processes and the key issues arising during the implementation of Plain Talk principles. The six communities made substantial progress in the planning year, especially with regard to involving community residents. While the process of developing consensus varied, five of the six sites made real steps forward. The experiences of the initial year indicate that Plain Talk is a promising example of community involvement and mobilization as well as a useful vehicle for learning about implementation and community participation. Appendix A describes study methodology, and Appendix B explores characteristics of Plain Talk communities. (Contains nine references.) (SLD)

ED 385 621 UD 030 511

Hahn, Andrew; And Others
Evaluation of the Quantum Opportunities Program (QOP). Did the Program Work? A Report on the Post Secondary Outcomes and Cost-Effectiveness of the QOP Program (1989-1993).
PUB DATE- Jun 94
NOTE- 78p.; Newspaper clippings may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Demonstration Programs; Enrollment; Higher Education; High Schools; *High School Students; *Individual Development; *Program Effectiveness; Program Evaluation; Surveys; Urban Problems; *Urban Schools
IDENTIFIERS- *Community Service; Ford Foundation

The Quantum Opportunities Project (QOP) was a multisite youth development demonstration project funded by the Ford Foundation in San Antonio (Texas), Philadelphia (Pennsylvania), Milwaukee (Wisconsin), Saginaw (Michigan), and Oklahoma City (Oklahoma). The programs, organized around educational activities,

ED 385 640 UD 030 531

Choonoo, John
To Examine and Plan for Occupational Requisites and Employment (Project EXPLORE). Final Evaluation Report, 1993-94. OER Report.
PUB DATE- 94
NOTE- 42p.; For the 1992-93 report, see ED 370 380.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Chinese Americans; *Curriculum Development; *English (Second Language); *High Schools; High School Students; Job Skills; Korean Americans; *Limited English Speaking; Native Language Instruction; Parent Participation; Spanish Speaking; Vietnamese People
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education; *Project EXPLORE NY

To Examine and Plan for Occupational Requisites and Employment (Project EXPLORE) was an Elementary and Secondary Education Act Title VII-funded program in its fifth and final year at Long Island City and Aviation High Schools in Queens (New York). Project EXPLORE served 510 mainly Spanish-, Korean-, Vietnamese-, Mandarin-, and Cantonese-speaking students of limited English proficiency with fewer than 2 years in English-speaking schools. Students received instruction in English as a second language (ESL) and native language arts, as well as support services including curriculum development, staff development, and parent involvement activities. The project met its ESL objectives and almost all others, although one parent involvement objective could not be evaluated. The development of curriculum materials was a particularly effective component, highlighted by a Chinese science review. Nine tables present evaluation findings. Two appendixes describe instructional materials and class schedules. (Author/SLD)

ED 385 641 UD 030 532

Yanping, Ann
Helpful Opportunities for Pupil Enrichment (Project HOPE). Final Evaluation Report, 1993-94. OER Report.
PUB DATE- 94
NOTE- 45p.; For the 1992-93 report, see ED 372 173.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Career Counseling; *Chinese Americans; Curriculum Development; Dropout Prevention; *English (Second Language); Intermediate Grades; Junior High Schools; Junior High School Students; *Limited English Speaking; Parent Participation; Program Evaluation; *Spanish Speaking; Staff Development; *Urban Education
IDENTIFIERS- New York City Board of Education; *Project HOPE NY

The Helpful Opportunities for Pupil Enrichment (Project HOPE) was an Elementary and Secondary Education Act Title VII-funded project in its third year in 1993-94. It operated at three intermediate schools in New York City. In the year evaluated, Project HOPE served 365 Spanish- and Chinese-speaking students in grades 6 through 8 who were categorized as being of limited English proficiency. Participants received instruction in English as a second language (ESL), native language arts (NLA), and subject content areas. The project offered career counseling, staff development, and parent involvement activities. Project HOPE met its objectives for Chinese NLA,

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Bilingual Education; *Cultural Awareness; Elementary Secondary Education; *Hispanic Americans; Home Visits; *Limited English Speaking; Low Income Groups; *Parent Participation; Poverty; Program Descriptions; *Program Implementation; Spanish Speaking; Urban Schools; Urban Youth
IDENTIFIERS- Latinos; San Antonio Independent School District TX

The Padres a la escuela (PAE) or Parents in the School program in San Antonio (Texas) encouraged the participation of Hispanic parents in the education of their children. The successes of the PAE program are used in this guidebook to help parents, program staff, and policy makers in similar efforts. This handbook describes the history, accomplishments, and lessons of the PAE program, beginning with a profile of the families, neighborhoods, and schools of San Antonio. Major goals accomplishments, and barriers are described. The program was instrumental in encouraging the participation of the Latino communities in the educational process through six PAE components: (1) bilingual and culturally sensitive information; (2) outreach and home visits; (3) advocacy and explanation of roles, rights, and responsibilities; (4) collaboration; (5) trust-building; and (6) leadership. The last two sections of this report assemble information for Hispanic families. Part 5 includes tools and resources used by the PAE program, and Part 6 introduces other tools and resources available nationwide for parents, schools, and communities. Twenty-two numbered figures illustrate the discussion. (Contains 19 references.) (SLD)

ED 385 661 UD 030 568

A Closer Look. Report of the Task Force on the Achievement of Culturally Diverse Students.
PUB DATE- 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *American Indians; *Black Students; *Cultural Differences; Disadvantaged Youth; Dropouts; Educational Change; *Hispanic Americans; Homeless People; Minority Groups; Poverty; Rural Schools; School Districts; School Restructuring; *Urban Schools
IDENTIFIERS- *North Carolina

In North Carolina, the Task Force on the Achievement of Culturally Diverse Students was established to respond to specific goals and objectives that speak to the achievement of African American, Native American, and Hispanic American students. Issues on homeless children and youths were addressed to a lesser extent since this group represents a unique culture in many urban schools. The Task Force examined annual dropout studies and other state and national studies. A cohort of nine low-performing school districts with high minority enrollment and federal Indian Education Act or Migrant Education funds was selected. All were located in rural counties identified as low wealth. Findings supported, as have most studies, the relationship between race, poverty, and school success, and they indicated that these adverse effects often last throughout a student's entire educational career. Recommendations are made in the areas of multicultural education, school restructuring, educational finance, educational technology, special education, guaranteed up to 250 hours of education, 250 hours of development activities, and 250 hours of service each full year from the ninth grade through high school for in-school youth or youth who had dropped out or left their original schools or neighborhoods. Students received hourly stipends between $1 and $1.33 with eventual bonuses. Twenty-five youths were enrolled in each program. Program evaluation undertaken by Brandeis University's Center for Human Resource included respondent surveys and subgroup comparisons for four sites, excluding Milwaukee, where data were not complete. Analysis indicates that QOP members, when compared to control groups, were more likely to graduate from high school, more likely to enroll in college, less likely to drop out, more likely to have received awards, and less likely to have children. Although QOP members were not immune from the many hazards of inner city life, the benefits of the program were made apparent by the evaluation. Seventeen figures, 16 tables, and newspaper clippings illustrate the discussion at the end of the document. (SLD)

ED 385 622 UD 030 512

Hall, Annette Frances
Maintaining an Effective After School/Evening Youth Program When the Main Source of Financial Support Was Discontinued by Obtaining Assistance from Government Agencies, Private Sources, Community-Based Organizations, and Volunteers.
PUB DATE- 94
NOTE- 98p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; *After School Centers; After School Programs; Church Programs; Community Resources; Enrichment Activities; *Evening Programs; *Financial Support; *Fund Raising; Grants; Late Adolescents; Program Development; Proposal Writing; Urban Areas; Volunteers; *Youth Programs
IDENTIFIERS- *New York (New York)

A practicum was designed to keep an after-school and evening youth center in operation in spite of the loss of the main source of financial support (i.e., the contributions of the founding church). The program director, youth ministries director for an urban parish, sought additional support and implemented various strategies to keep the program going. She appealed to government sources, sought corporate funding, and petitioned community organizations. Fundraising activities and the recruitment of adult and youth volunteers supported continuation efforts. Networking and participation in a coalition of different agencies broadened the program's base of support. Results of the implementation effort were positive. The program continued to benefit local youth. Funding and the sources of funding increased, and the volunteers became definite contributors to the success of the program. Support has been tentatively secured for the subsequent fiscal year, and plans to enhance and strengthen the program are being made. Six appendixes present supplemental information, including attendance and volunteer sign-in sheets, an account sheet for funding sources, and some public relations materials. Two tables present practicum information. (Contains 15 references.) (Author/SLD)

ED 385 623 UD 030 513

D'Angelo, Diane; And Others
Resources for Recruiters.

advising, attendance, curriculum development, and parent participation. It partially met objectives for content area subjects, but did not meet ESL and Spanish NLA objectives. Recommendations are designed to increase English and NLA proficiency and the use of educational technology. Nine tables present study findings. Two appendixes describe instructional materials and class schedules. (Author/SLD)

ED 385 642 UD 030 533

Augustin, Marc
Acquisition of Learning by Facilitating Academics (Project ALFA). Final Evaluation Report, 1993-94. OER Report.
PUB DATE- 94
NOTE- 37p.; For the 1992-93 report, see ED 371 093.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Economically Disadvantaged; Educationally Disadvantaged; *English (Second Language); *Haitians; High Schools; High School Students; *Limited English Speaking; *Native Language Instruction; Parent Participation; *Prevocational Education; Program Evaluation; Staff Development; Urban Schools
IDENTIFIERS- New York City Board of Education; *Project ALFA NY

The Acquisition of Learning by Facilitating Academics (Project ALFA) was an Elementary and Secondary Education Act Title VII-funded project in its second year in 1993-94. The project operated at a high school in Brooklyn, and served 75 Haitian-speaking students of limited English proficiency with fewer than 5 years in an English-speaking school. Participants received instruction in English as a Second Language (ESL); native language arts (NLA); and the subject content areas of mathematics, science, social studies, and computer science. Preoccupational training in health-related careers and multicultural education were also included. Staff development and parent participation were project components. Project ALFA met its objectives for NLA, American culture and citizenship, dropout prevention, attendance, career counseling, and staff development, and it partially met its objective for content area subjects. Project HOPE did not meet its ESL and parent participation objectives. Recommendations center on discovering reasons for lack of ESL growth, offering intensive ESL, and assessing why increased numbers of students are retained in grade. Five tables present evaluation findings. Two appendixes describe instructional materials and class schedules. (Author/SLD)

ED 385 643 UD 030 534

Roman, Elliott M.
Emergency Immigration Education Act Programs. Summer ESL Welcome Program for Students of Limited English Proficiency, Summer Bilingual Program, Projects Omega, Wise, and Bell. Summer 1994. OER Report.
PUB DATE- 94
NOTE- 25p.; For the 1993 report, see ED 367 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Chinese Americans; *English (Second Language); Haitian Creole; Haitians; High School Freshmen; High Schools; High School Students; Hispanic Americans; *Immigrants; *Limited English Speaking;

and education for the homeless. Part II contains specific committee reports in four areas: (1) professional education; (2) school restructuring; (3) comprehensive services; and (4) educational technology. An appendix contains nine illustrative figures and a model description. (Contains 18 references.) (SLD)

ED 385 662 UD 030 569

The New Vision of the Urban Learner. Four Staff Development Modules.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Cultural Differences; *Educational Change; Educational Theories; Elementary Secondary Education; High Risk Students; *Learning; Models; *Staff Development; *Student Characteristics; Student Motivation; Teaching Methods; Urban Education; Urban Schools; *Urban Youth
IDENTIFIERS- *Resilience (Personality)

The Urban Education Project at Research for Better Schools, Inc. has developed an integrated knowledge base that incorporates and disseminates the most current and promising research for improvement and reform in urban schools. This knowledge base has been organized into a decision-making framework, the Urban Learner Framework (ULF), that challenges generalizations of urban learners as deprived, underachieving, unmotivated, and at-risk. It presents instead a view of the urban learner as culturally diverse, capable, and resilient. The ULF is a paradigm shift in research and educational theory. This document, which provides an overview of the ULF, also describes the four research-based themes that are its foundation, and the ramifications of these themes for practice in the schools. Following the overview are four staff development modules that represent each of the themes: (1) cultural diversity and learning; (2) unrecognized ability and underdeveloped potential; (3) enhancing ability development through motivation and effort; and (4) resilience. Each module includes a training guide and handouts. One figure illustrates the ULF concept. (Contains 42 references.) (SLD)

ED 385 663 UD 030 570

Dickson, Lea E., Comp.
Equity Education and Safer Schools, Colleges and Universities: An ASCD Resource Directory, 1994-1995.
PUB DATE- Oct 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Bias; Curriculum Development; *Educational Policy; Educational Practices; Elementary Secondary Education; *Equal Education; Higher Education; Homophobia; *Homosexuality; Professional Development; *Resources; *Sexual Harassment; Telecommunications

Lesbian, Gay and Bisexual Issues in Education (LGBIE) is a network of the Association for Supervision and Curriculum

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 95
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Community Involvement; Disadvantaged Youth; Enrollment; *Family Involvement; Program Development; Public Relations; *Recruitment; *Resources; *Social Services; Workshops

Recruitment of participants is a long-standing practice for many programs serving children and families, although the way in which it is approached varies greatly. This volume is presented as a practical tool for practitioners to use in systematizing their recruitment efforts. Section 1, "Reaching Diverse Families," contains an interactive workshop, with presenter's guide, overheads, and handouts. It is designed for all program staff, realizing that all staff members represent the program at some time. The workshop is planned to guide participants in developing a comprehensive recruitment program. Section 2, "Communicating with Families and Community Partners," represents the tool kit section, with a series of tip sheets offering guidance on how to write effectively for parents, advertise a program in one page or less, use the media effectively, develop focus papers, and use newsletters. Section 3 presents additional resources, offering a quick reference list of 31 resources, an annotated bibliography of 30 items, and a list of 17 resource organizations. Nineteen overheads and 6 tip sheets complement the workshop presentation. (SLD)

ED 385 624 UD 030 514

Slavin, Robert E.; And Others
"Whenever and Wherever We Choose..." The Replication of Success for All.
SPONS. AGENCY- Abell Foundation, Baltimore, MD.; Carnegie Corp. of New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 93
NOTE- 46p.; Also sponsored by the France and Merrick Foundations. Earlier version of paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disadvantaged Youth; Educationally Disadvantaged; Elementary Education; Grouping (Instructional Purposes); Parent Participation; Pilot Projects; Program Evaluation; Program Implementation; *Reading Achievement; Reading Programs; *Tutors; *Urban Schools
IDENTIFIERS- *Program Replication; *Success for All Program

This paper presents a summary of data from one program, Success for All, that is in the process of making the transition from local pilot to national model. Earlier evaluations of Success for All in its original home, Baltimore (Maryland), have shown that it can be highly successful in increasing reading achievement among very disadvantaged students. One of the most

Multicultural Education; Remedial Instruction; *Spanish Speaking; *Summer Programs; Urban Schools

IDENTIFIERS- Caribbean Americans; New York City Board of Education; Project Omega NY; Transitional Bilingual Education Programs

The Emergency Immigration Education Act supported three distinct programs in New York City in the summer of 1994: (1) the Summer English as a Second Language (ESL) Welcome Program for Students of Limited English Proficiency; (2) the Summer Bilingual Program; and (3) Projects Omega, Wise, and Bell. The projects served 3,443 students in all. The Summer ESL Welcome program served 526 entering ninth graders, acquainting them with their rights and responsibilities in high school. The Summer Bilingual Program served 2,917 high school students. Projects Omega, Wise, and Bell focused on staff and curriculum development. In general, the programs met their objectives. Some recommendations for program continuation call for more materials for the summer bilingual program, additional field trip opportunities, and better sharing among participants in the three staff development efforts. One table lists program sites. (Author/SLD)

ED 385 644 UD 030 535

Roman, Elliott M.

Alternative Learning Methodologies through Academics (Project ALMA). Final Evaluation Report, 1993-94. OER Report.

PUB DATE- 94

NOTE- 50p.; For the 1992-93 report, see ED 371 094.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Career Counseling; Dropout Prevention; Economically Disadvantaged; *English (Second Language); High Schools; High School Students; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Evaluation; *Spanish Speaking; Staff Development; Urban Schools

IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education; *Project ALMA NY; Transitional Bilingual Education Programs

The Alternative Learning Methodologies through Academics Project (Project ALMA) was an Elementary and Secondary Education Act Title VII-funded project in its fourth year of operation in two high schools in Queens and the Bronx (New York). The program served 436 Spanish-speaking students, most of whom were of limited English proficiency. Participants received instruction in English as a Second Language (ESL); native language arts (NLA); and the content area subjects of mathematics, science, and social studies, with emphasis on mathematics and computer skills. Staff development and parent participation, including a parent advisory committee, were integral components of Project ALMA. The project met its objectives for career advisement and dropout prevention and partially met its NLA objectives and content area subjects. Project ALMA did not meet its ESL objectives, and some program objectives could not be evaluated because of lack of data. Recommendations for project continuation include improving evaluation data and augmenting ESL and NLA instruction. Eight tables present evaluation findings. Two appendixes describe instructional materials and class schedules. (Author/SLD)

ED 385 645 UD 030 538

Development. The network has prepared a resource directory dealing with lesbian, gay, and bisexual issues in education for educators and students. The network lists publications in accord with its goals of working toward dismantling heterosexism and homophobia in the curriculum and policies of elementary, secondary, and higher education. Resources, whether publications or organizations, are listed in the following categories: (1) bibliographies and resource guides; (2) curricula; (3) diversity training; (4) professional development; (5) legal issues; (6) organizations; (7) policy statement and resolutions; (8) publications; (9) scholarship information; (10) publishing houses; (11) support services; (12) task force reports and research reports; (13) educators' groups; (14) telecommunications; (15) video and audio; and (16) youth groups and networks. One hundred twenty-nine resources are listed. (SLD)

ED 385 664 UD 030 571

Guidelines for Integrating Learner Experiences into Instructional Strategies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Differences; Elementary Secondary Education; *Experience; Instructional Effectiveness; *Integrated Activities; Models; *Relevance (Education); *Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS- *Resilience (Personality)

The Urban Education Project at Research for Better Schools has developed a conceptual framework, the Urban Learner Framework (ULF) that focuses on the central role of meaningful instruction that values the experiences and backgrounds of the learners. This new view of the urban learner presents them as capable, motivated, and resilient learners who can build on their cultural strengths. It rejects the view that they are at-risk, lacking ability, unmotivated, and culturally deprived. This is a guide to integrating learner experience into instruction and is organized into two sections. The first explores the ideas that support using student background experiences as an integral part of learning and explains the construct of learner experience. The second section clarifies how to use learner experience in the classroom through lesson infusion, a process by which traditional lessons can be transformed into lessons relevant to the urban learner. Six appendixes describe the framework and provide additional information about urban learners, with a sample lesson. The appendixes contain two figures, one table, and 43 references in addition to the 36 references from the text. (SLD)

ED 385 665 UD 030 573

Smith, Thomas J.; And Others
Launching AmeriCorps. First-Year Implementation of the National and Community Service Trust Act of 1993.
PUB DATE- Jun 95
NOTE- 85p.; For the executive summary, see UD 030 572.

important elements of Success for All is the use of tutors to support student success. Students are assigned to heterogeneous age-grouped classes with regrouping for reading into classes of 15 students grouped by ability. Family support is another feature of Success for All that was incorporated into the replication efforts. Replication efforts in Philadelphia (Pennsylvania), Charleston (South Carolina), Memphis (Tennessee), Fort Wayne (Indiana), Caldwell (Idaho), Montgomery (Alabama), Charleston (West Virginia), and Wichita Falls (Texas) are described. Evaluation results for the 15 schools in the 7 states clearly show that the program increases student reading achievement and that it can produce effects in replication sites like those of the original site. Eleven figures illustrate the analysis. (Contains 20 references.) (SLD)

ED 385 625   UD 030 515

Riddle, Wayne C.
Education for the Disadvantaged: Analysis of 1994 ESEA Title I Amendments under P.L. 103-382. CRS Report for Congress.
PUB DATE- 18 Nov 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Demonstration Programs; *Disadvantaged Youth; Educational Assessment; Educational Improvement; Educational Planning; Elementary Secondary Education; *Federal Legislation; Financial Support; Limited English Speaking; *Parent Participation; Poverty; Public Schools
IDENTIFIERS- *Elementary Secondary Education Act Title I

In October 1994 the President signed into law H.R. 6, P.L. 103-382, the Improving America's Schools Act (IASA). Impacts of the IASA, which extends and amends the Elementary and Secondary Education Act and related federal legislation, including the Title I program of aid for the education of disadvantaged children, are explored. More funds will be targeted for high poverty schools, and more programs will be operated on a schoolwide basis. Rules of participation for disabled or limited-English-proficient students are simplified, and coordination of education with other social and health services for students is encouraged. Funds can be used to support programs of choice among public Title I schools. More professional development is encouraged, and more extensive planning is required from states and local education agencies. The revised Title I will encourage greater parental involvement, and will authorize two types of national assessments of Title I and its effects, along with discretionary grants to demonstrate new approaches to educating the disadvantaged. Some minor adjustments are made to participation by private schools. Five tables, two of which are in the appendix, summarize changes and new approaches. An appendix provides data related to effort and equity factors for the incentive grant formula. (SLD)

ED 385 626   UD 030 516

Hiestand, Nancy I.
Reduced Class Size in ESEA Chapter 1: Unrealized Potential?
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English

Replogle, Elaine M.
Head Start as a Family Support Program: Renewing a Community Ethic.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, Mich.; Office of Educational Research and Improvement (ED), Washington, DC.; Prudential Foundation, Newark, N.J.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Compensatory Education; Cooperation; Family Programs; Federal Government; *Preschool Education; *Prevention; Program Descriptions; Program Effectiveness; Program Evaluation; *Social Support Groups; Urban Areas; *Urban Problems
IDENTIFIERS- *Family Support; *Project Head Start

Head Start began in 1965 as part of the War on Poverty. Today Head Start serves families with more complex and longer-lasting stresses than those faced by families in the 1960s. As Head Start builds on its historic accomplishments, the six programs profiled in this report offer creative and different approaches to strengthening Head Start's capacity as a comprehensive family support program. These six programs are: (1) Dade County Head Start, Dade County (Florida); (2) Albina Head Start, Portland (Oregon); (3) The Leaguers Inc., Head Start, Newark (New Jersey); (4) Murray Head Start, Western Kentucky; (5) Santa Clara County Office of Education Head Start, Santa Clara County (California); and (6) Hawkeye Area Community Action Program's Inn Circle Head Start, Cedar Rapids (Iowa). These programs take different approaches to the common goal of offering stronger family support, but they share a vision of collaboration and coordination of Head Start with federal, state, and local entities, and they focus on the family as a whole. These programs take a preventive, rather than interventive, approach and demonstrate a commitment to their communities. Eighteen tables present information about the programs. Notes on methodology are in appendix A, appendix B contains a 36-item suggested bibliography, and appendix C provides information about the history of Head Start. Contains 94 end-notes. (SLD)

ED 385 646 UD 030 539

Lassen, Mary M.
Community-Based Family Support in Public Housing.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, Mich.; Radcliffe Coll., Cambridge, MA. Mary Ingraham Bunting Inst.
PUB DATE- 95
NOTE- 162p.; All project profiles do not correspond to the pages provided in the table of contents.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Family Programs; Models; *Prevention; Program Descriptions; Program Development; *Public Housing; Social Problems; *Urban Areas; Urban Problems
IDENTIFIERS- *Family Support

This book provides a framework for developing community-based family support initiatives in public housing. After describing

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Programs; *Federal Legislation; Field Studies; *Government Role; *Leadership; *Program Development; Program Implementation; *State Programs; Student Participation; Youth Programs
IDENTIFIERS- AmeriCorps; *Community Service; *National and Community Service Trust Act 1993; National Service; Youth Community Service

This report explores how the states carried out the first year implementation of AmeriCorps, the signature component of the 1993 National and Community Service Trust Act. This initial study is part of a larger study of the effectiveness of the 1993 Act. The report is based on: interviews with the staff of the Corporation for National Service, congressional staff, and other national figures; field studies in nine states that included interviews with commission directors, commissioners, and other individuals involved in service in general and with AmeriCorps in particular; and document review. The most basic finding of this first year is that the accelerated and hectic pace of implementation dominated the program overall. Both the Corporation and the states were so caught up in first-year implementation that it is difficult to draw conclusions about which policies worked and which did not. In general, the Corporation carried out its responsibilities effectively, and the states, attempting to accomplish a great deal immediately, in fact did get an extraordinary amount done. The first-year process was very staff-driven, and states tended to take their leads from the Corporation, taking relatively small roles in shaping service priorities. It is not yet clear how the federal-state balance will resolve itself, but the next few years will clarify the roles of the states and the Corporation, particularly with regard to finances. Seven tables present study findings. Three appendixes, with eight additional tables, list major programs and funding levels and present a survey of state responses to the National and Community Service Act of 1990 and a study description. (SLD)

ED 385 666 UD 030 574

Vanterpool, Maureen; And Others
Initial Core Team Interaction with the Urban Learner Framework: Reflections on a Professional Development Engagement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperation; Cultural Differences; Educational Research; Elementary Education; *Elementary School Teachers; High Risk Students; Models; Outcomes of Education; *Partnerships in Education; *Professional Development; *Student Characteristics; *Urban Schools; Urban Youth
IDENTIFIERS- Resilience (Personality)

This is a summary of work done as part of a multiyear series of professional development engagements between staff in an urban school district and staff of the Urban Education Project at Research for Better Schools. The content section of this report describes the Urban Learner Framework (ULF), a model of the urban learner synthesized from research and theory by the project staff. The ULF conceptualizes the urban learner as

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Class Size; *Compensatory Education; Disadvantaged Youth; Educational Change; *Educationally Disadvantaged; Elementary Education; Elementary School Teachers; Knowledge Level; Program Evaluation; *Teacher Effectiveness; Teacher Student Ratio; Thinking Skills; *Time Factors (Learning); Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I

The Augmented Staffing model of the Chicago Public Schools (Illinois) is a reduced class size, full-day program that includes almost 6,500 elementary school students served under Chapter 1 of the Elementary and Secondary Education Act (ESEA). The effects of this program were studied, examining the level of teacher knowledge about the program and its implementation, the achievement of the program's students, and program characteristics. Data are from the school system's overall report on Chapter 1 programs, which incorporated 660 observations, and questionnaires completed by 192 teachers in 1990, 441 in 1991, 99 in 1992, and 164 in 1993. Results suggest that reduced class size in itself is not sufficient to improve student test scores, but that achievement levels can rise when teachers employ more techniques associated with higher order thinking skills even though teachers relieved of the pressure of large classes do have an opportunity to diagnose their students' needs more carefully. Three tables present study data. (Contains 11 references.) (SLD)

ED 385 627 UD 030 517

Smith, Susan V.
Strategies To Reduce Urban Poverty: Integrating Human Development and Economic Opportunity.
PUB DATE- Nov 93
NOTE- 59p.; Report of a conference convened by the Carnegie Corporation of New York (Washington, DC, November 22-23, 1993). Cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economically Disadvantaged; Economic Factors; *Economic Opportunities; *Individual Development; Low Income Groups; *Poverty; Social Problems; Social Services; *Strategic Planning; Technological Advancement; Trend Analysis; Urban Areas; *Urban Problems; Urban Schools
IDENTIFIERS- Empowerment; *Success for All Program

A distillation is presented of the ideas, facts, trends, conclusions, and recommendations presented during a 2-day conference on strategies to reduce urban poverty. The meeting addressed two main approaches to reducing urban poverty: economic opportunity and human development, and the linkages between them. Urban poverty was set in the context of the country as a whole, exploring economic trends and their causes. Strategies for creating new economic opportunities in poor communities concentrate on: (1) new jobs through technology; (2) capital for small businesses; (3) bridging the gap between people and jobs; and (4) addressing housing trends. Some policies seek to reduce spatial segregation and provide social mobility. Other opportunities and services target competent human development, with attention to health and family the historical and present contexts of this approach, the book details principles and key elements. Profiles are presented for eight organizations, all working in public housing, but with different strategies and emphases: (1) Project Uplift, Greensboro (North Carolina); (2) Family Learning Centers, Austin (Texas); (3) The Work Force Youth Unemployment Prevention Program, Cambridge (Massachusetts); (4) Project Match, Chicago (Illinois); (5) Commonwealth Tenants Association, Boston (Massachusetts); (6) The Welcome Project, Somerville (Massachusetts); (7) Rainier Vista Family Center, Seattle (Washington); and (8) Community Building in Partnership, Inc., Baltimore (Maryland). A common factor among these programs is that they are community-based and driven and that they strengthen communities. They emphasize prevention and early intervention, are of high quality, and both are coherent and easy to access. Some model program strategies are explored. Each program's effort is summarized in a descriptive chart. (SLD)

ED 385 647 UD 030 540

Saldana, Johnny
Drama of Color. Improvisation with Multiethnic Folklore.
PUB DATE- 95
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; Childrens Literature; Class Activities; *Cultural Awareness; *Drama; Dramatic Play; Elementary Education; Ethnic Groups; *Folk Culture; *Improvisation; *Multicultural Education; Teaching Methods

This book is a resource on using drama to enhance the ethnic literacy of children in kindergarten through grade 6 by developing insight into the multiethnic world in which they live. By combining folk literature with informal classroom drama, a hands-on strategy for promoting multiethnic awareness is developed. An anthology of 20 folk tales is gathered from 4 distinct heritages: Mexican and Mexican American, Native American, Asian and Pacific Islander, and African and African American. How literature can be dramatized in the classroom is discussed, and the differing ways in which children of color may respond to drama are explored. Questions and answers about practical aspects of drama are presented, with suggestions for structuring individual sessions. A 34-item selected bibliography is included. (Contains 74 references.) (SLD)

ED 385 648 UD 030 541

Ancess, Jacqueline
An Inquiry High School: Learner-Centered Accountability at the Urban Academy.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Leon Lowenstein Foundation, New York, NY.
PUB DATE- Mar 95
NOTE- 71p.; Foreword by Linda Darling-Hammond.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

capable, culturally diverse, motivated, and resilient, in contrast to the traditional view of the urban learner as deprived, underachieving, and at-risk. The engagement of project staff with a group of 32 teachers at an elementary school in the urban district is detailed. The process section describes what occurred in monthly meetings with the teachers and reports on the challenges faced as the project staff and teachers participated in dialog about the ULF. The outcomes section presents some reflections and opinions of the teachers. One figure describes the ULF. Contains a bibliography of 244 references that can inform the work of other educators interested in urban education. (SLD)

ED 385 667 UD 030 575

Anderson, Leslie M.; And Others
An Evaluation of State and Local Efforts To Serve the Educational Needs of Homeless Children and Youth.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Children; *Disadvantaged Youth; Elementary Secondary Education; Equal Education; *Homeless People; Housing; National Surveys; *Needs Assessment; *State Departments of Education; State Programs; State Surveys; Student Transportation
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987

The Stewart B. McKinney Homeless Assistance Amendments Act of 1990 authorizes the U.S. Department of Education to review state plans submitted under the Act to evaluate whether they adequately address the problems of homeless children and youth relating to access to education and placement. Policy Studies Associates conducted a study of the McKinney program for the Department of Education, surveying state coordinators in all 50 states, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs and conducting site visits to 6 state educational agencies and 8 school districts, along with analysis of state plans submitted to the department. It was found that almost all states have revised their laws, regulations, and policies to improve access to education for homeless students, but they still struggle to provide access and to meet health and safety requirements. States and school districts have few resources to meet transportation needs of these students, and housing authorities often do not, or are not able to, consider the educational needs of homeless students. Policy implications of survey findings are explored. (Contains 4 figures, 9 tables, and 11 references.) (SLD)

ED 385 668 UD 030 576

Peck, Magda G., Ed.; And Others
Effective Leadership during Times of Transition. Highlights of the 1994 Urban Maternal and Child Health Leadership Conference (5th, Washington, DC, September 18-21, 1994).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- Sep 94
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.

initiatives, social support, child care, and educational improvement efforts (e.g., the Success for All program). A number of federal initiatives, including empowering zone residents to work, were outlined. Some specific recommendations were developed to combat the ever-growing disparity in income distribution and the resultant two-tiered society. Two appendixes present President Clinton's message to the conference and the conference agenda. (Contains 30 references.) (SLD)

ED 385 628 UD 030 518

Paris, David C.
Ideology and Educational Reform. Themes and Theories in Public Education.
PUB DATE- 95
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement; Conflict; *Cultural Education; Democracy; *Educational Change; Educational Policy; Educational Theories; Elementary Secondary Education; Futures (of Society); Human Capital; *Ideology; Liberalism; *Moral Development; *Public Schools
IDENTIFIERS- Client Relations; *Reform Efforts; *Thematic Relations

Many of the difficulties in educational reform arise because of deep ideological problems concerning education, problems that generally have their roots in liberal democratic theory. This book explores the varied and conflicting themes in public education. Chapters 1 and 2 discusses liberal democratic theory that permits a plurality of perspectives about education, and the conflicts among them originating from the conflicts in liberal democracy over the role and scope of state power and the relationship of the individual to the community. Chapters 3, 4, and 5 offer a thematic analysis of education policy by examining three major viewpoints regarding public education. One emphasizes common moral or cultural education, and a second emphasizes achievement and human capital. A third theme, "clientelism," views the school as an organization that responds to the needs of its clients, students and their families. Conceptual and institutional problems related to these themes, including contradictions among them, are explored. The final chapter suggests some areas for future reform efforts. Four figures illustrate the discussion, and each chapter contains notes. (SLD)

ED 385 629 UD 030 519

Goddard, Lawford L., Ed.
An African-Centered Model of Prevention for African-American Youth at High Risk.
PUB DATE- 93
NOTE- 145p.; Product of a conference convened by staff of the Office for Substance Abuse Prevention (OSAP) in Washington, DC, to explore issues in substance abuse prevention in the African-American community.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Abuse; Biological Influences; Black Community; *Black Youth; *Drug Abuse; Economic Factors; Family

DESCRIPTORS- Academic Achievement; *Accountability; Ethnic Groups; *High Schools; Nongraded Instructional Grouping; *Nontraditional Education; Professional Development; Public Schools; School Restructuring; *School Size; Self Esteem; *Teacher Role; Teacher Student Relationship; *Urban Schools
IDENTIFIERS- Caring; *Learner Centered Instruction; New York City Board of Education

The Urban Academy (UA), an ungraded New York city alternative public high school, is a school where structures for caring have been constructed to ensure that the young people who attend are surrounded by strong relationships that support their living and their learning. Over 90 percent of the school's students graduate, and over 95 percent of these go on to postsecondary education. UA students are ethnically, culturally, socioeconomically, and intellectually diverse. The school responds to their basic needs and provides caring in part through its small size and carefully adapted space. Structures and processes of the school promote self-esteem. A policy of undifferentiated staffing asks teachers to take on diverse roles that increase the opportunities and contexts in which students have access to them and in which they can be responsive to student needs. Details of school structure, schedules, and assessment practices are described. Five appendixes include a graduating student survey, a course catalogue, a sample weekly schedule, and a speaker's evaluation form. (Contains 19 references.) (SLD)

ED 385 649 UD 030 542

Ochoa, Alberto M.; And Others
Evaluation of Student Perceptions on Dropout Prevention. San Diego High School Student Survey.
PUB DATE- Apr 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Asian Americans; Black Students; Dropout Research; *Dropouts; *Educational Experience; Ethnic Groups; *Family Characteristics; High Schools; Hispanic Americans; Parent Participation; *Prevention; Satisfaction; *Student Attitudes; Student Motivation; Surveys; *Urban Schools; White Students
IDENTIFIERS- African Americans; Asian American Students; Hispanic American Students; Latinos; *San Diego Unified School District CA

The attitudes of students toward school and dropping out and the kinds of pressures students feel from their families that create school problems were studied in the San Diego City (California) school system. An ethnically diverse inner city high school was selected for the study, with about 56 percent Latino or Hispanic students, 12 percent African Americans, 10 percent Asian Americans, and 20 percent Euro-American. A total of 120 students completed the survey, with 90 selected for interviews. Perceptions of teacher caring were related to happiness in school. Interest in school was found to be related to student sense of happiness in going to school and sense of being treated well in school. The theme of dropping out was related to: (1) having no private time or time to do homework at home; (2) ease in talking to a counselor; (3) interest in school; and (4) being happy there. Group interviews indicated that students recognized the need to take responsibility for their own school concerns. They also highlighted the need for parents to provide more encouragement and to be more involved.

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Ancillary School Services; *Child Health; Disadvantaged Youth; Elementary Secondary Education; Leadership; Low Income Groups; *Mothers; Needs Assessment; *Prevention; Program Descriptions; *Public Health; Urban Areas; *Urban Problems; Violence
IDENTIFIERS- *Maternal and Child Health Services

Urban maternal and child health (MCH) leaders from city and county health departments nationwide came together at this conference for professional development and networking. Selected plenary presentations included in these "highlights" are: (1) "Urban Children in Need: Responsible and Responsive Leadership" (Margaret A. Hamburg); (2) "National, Federal, State, and Local Approaches to Implementing the Childhood Immunization Initiative" (Donald Williamson); (3) "Violence and Public Health: Problems to Policies" (Ellen Anderson); and (4) "Local Public Health Leadership in Times of Transition" (Meredith Tipton). Selected topical workshop presentations included are: (1) "School-Based Clinics and Local Health Departments: The Denver Experience" (Paul Melinkovich); (2) "TB Reemerges in Urban Communities: Implications for MCH" (three case studies) (Hugh F. Stallworth, Grace Rutherford, and Gary Butts); and (3) "Women's Health 1994: Three Health Issues of Concern to Women. Women's Health: Colposcopy Services" (Margaret Gier). Each urban health department attending the conference was required to contribute a detailed profile of one promising MCH urban initiative. These 84 profiles, assembled and indexed, form the bulk of this report. Three appendixes discuss conference planning, program, and participants. (SLD)

ED 385 669 UD 030 577

Homeless Families with Children: Programmatic Responses of Five Communities. Volume I: Cross-Site Comparisons and Findings.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- May 91
NOTE- 150p.; For Volume II, see UD 030 578.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *At Risk Persons; Children; *Disadvantaged Youth; *Family Characteristics; *Homeless People; Needs Assessment; *Poverty; Program Development; Social Services; *Urban Areas; Urban Schools
IDENTIFIERS- *Site Visits

An exploratory study was conducted to examine the ways in which existing programs or service delivery systems have adapted to meet the needs of homeless families with children. Key issues and model and innovative approaches were identified prior to study site visits in five cities: (1) Atlanta (Georgia); (2) Baltimore (Maryland); (3) Boston (Massachusetts); (4) Minneapolis (Minnesota); and (5) Oakland (California). This volume begins with an overview of the problem of family homelessness based on the literature review and the discussions that preceded the site visits. The core of this volume is the presentation of cross-site findings from the five cities, including discussions of the issues and barriers discovered during the visits. It was apparent that unless income increases, or rent decreases, poor families will be at-risk of repeated episodes of homelessness. Building self-sufficiency is the long-term solution. It is also apparent that the homeless service system is only as effective as the mainstream services to which the family is linked. Fragmented and duplicated

Characteristics; *High Risk Students; Models; Policy Formation; Political Influences; *Prevention; Program Development; *Urban Youth
IDENTIFIERS- African Americans; *Afrocentrism

The chapters of this report provide a starting point for the development of authentic prevention strategies for use in the African-American community, specifically for high risk youth. It is neither a "how to" manual nor a mandate for specific program details, but it does highlight the key components of alcohol and other drug abuse prevention. The following chapters are included: (1) "Background and Scope of the Alcohol and Other Drug Problem" (Lawford L. Goddard); (2) "Familial Precursors to Drug Abuse" (Lawford L. Goddard); (3) "Political and Economic Implications of Alcohol and Other Drugs in the African-American Community" (Omowale Amuleru-Marshall); (4) "Issues of Biological Vulnerability in AOD Abuse for the African-American Community" (Patricia A. Newton); (5) "Alcohol and Other Drug Abuse Literature, 1980-1989: Selected Abstracts" (Lawford L. Goddard); (6) "The Complex Nature of Prevention in the African-American Community: The Problem of Conceptualization" (Milton Morris); (7) "Natural Resistors in AOD Abuse Prevention in the African-American Family" (Lawford L. Goddard); (8) "Spirituality in the African-American Community" (Janet Pinkett); (9) "An Afrocentric Intervention Strategy" (Leonard C. Long); (10) "Prevention and Intervention Programs Targeted toward African-American Youth at High Risk" (Robert J. Courtney, Jr.); (11) "Site Visit Report of Three OSAP Grants Targeting African-American Youth at High Risk" (Lawford L. Goddard); (12) "An African-Centered Model of Prevention for African-American Youth at High Risk" (Wade W. Nobles and Lawford L. Goddard); and (13) "Selected African-Centered Readings" (Wade W. Nobles, Lawford L. Goddard, William E. Cavil, and Pamela Y. George). References follow each chapter, and a 167-item bibliography is included. An attachment lists key concepts and definitions related to these issues. Nine figures and two exhibits illustrate the discussions. (SLD)

ED 385 630 UD 030 520

Bergin, David A.; Cooks, Helen C.
Academic Competition among African American and Mexican American Students: A Qualitative Study.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; *Competition; Grades (Scholastic); High Schools; *High School Students; Incentives; *Mexican Americans; Minority Groups; Qualitative Research; Scholarships; Student Attitudes; Student Characteristics; Student Experience; *Urban Schools
IDENTIFIERS- African Americans; Hispanic American Students; Toledo Public Schools OH

In this qualitative study, minority students were interviewed about the competition they felt in their high school. Purposes of the study were to investigate whether African American and Mexican American students engaged in academic competition, to describe their subjective experiences of competition in high schools, and to describe their responses to competition. Thirty-

Recommendations for dropout prevention based on student responses are included. Eleven charts present survey findings. Two appendixes present open-ended survey questions and their responses. (Contains 8 references.)(SLD)

ED 385 650 UD 030 543

Carter, Charles W.
Teacher Collaboration and Perceptions of Control.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Collegiality; *Cooperation; Curriculum Development; Educational Practices; High Schools; Inner City; Inservice Teacher Education; *Professional Autonomy; *Secondary School Teachers; *Teacher Attitudes; *Urban Schools
IDENTIFIERS- Control (Social Behavior); *Toledo Public Schools OH

The SHAPE program, an innovative program to help teachers collaborate and support each other, was instituted at an inner-city high school in Toledo (Ohio). This study attempted to determine whether teachers in SHAPE were experiencing an improvement in their perceptions of control over educational outcomes as a result of their SHAPE participation. Essentials of the SHAPE program were keeping groups of students and teachers together to form a community (pod), allowing all teachers a common planning period, and providing an extensive inservice program. Two pods of four teachers each participated in this case study. They were observed during their planning periods and professional development workshops. Teachers were also interviewed twice. One effect of SHAPE was a perceived increase in teacher autonomy. Teachers also felt that they had greater ability to make changes in the curriculum and greater opportunities for reflection. The greater sense of control over student learning was reflected in classroom practice. (Contains 13 references.) (SLD)

ED 385 651 UD 030 544

West, Martha M.; And Others
Perceptions of Home-School Continuity among Culturally Different Parents.
PUB DATE- 22 Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Anglo Americans; Blacks; *Cultural Differences; *Educational Environment; Ethnic Groups; *Family Characteristics; Korean Americans; Mexican Americans; Minority Groups; *Mothers; Parent Attitudes; Qualitative Research; Sex Differences; *Student Attitudes
IDENTIFIERS- *Continuity; *Discontinuity; Language Minorities

In this qualitative study, the ways in which four ethnically diverse mothers' perceptions of early childhood education combined with the school experiences of their children were examined. Interviews with the four women, Mexican American, services and lack of follow-up reduce the efficiency of the programs now in place and impede the development of better means of support. Three tables and four exhibits illustrate the discussion, and two appendixes present information about study methodology. (SLD)

ED 385 670 UD 030 578

Homeless Families with Children: Programmatic Responses of Five Communities. Volume II: Site Visit Reports and Program Profiles.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- May 91
NOTE- 266p.; For Volume I, see UD 030 577.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *At Risk Persons; Children; *Disadvantaged Youth; *Family Characteristics; *Homeless People; Needs Assessment; *Poverty; Profiles; Program Development; Social Services; *Urban Areas; Urban Schools
IDENTIFIERS- *Site Visits

An exploratory study was conducted to examine the ways in which existing programs or service delivery systems have adapted to meet the needs of homeless families with children. Key issues and model and innovative approaches were identified prior to study site visits in five cities: (1) Atlanta (Georgia); (2) Baltimore (Maryland); (3) Boston (Massachusetts); (4) Minneapolis (Minnesota); and (5) Oakland (California). This volume includes the site visit reports for each of the five cities and the profiles of programs visited in each city. In Atlanta, study personnel interviewed representatives of state and local government agencies, advocacy groups, and service providers, and toured facilities, where possible, for 10 shelters, clinics, and programs. Program profiles are presented, with an overview of the city's efforts, for six Baltimore programs. The site visit in Boston reviewed the efforts of eight programs. In Minneapolis, eight programs or shelters were studied. The site visits in Oakland investigated the services of seven programs. An appendix contains a glossary of related terms. Ten exhibits list the site visit participants and describe the service delivery flow in the site visit cities. (SLD)

ED 385 671 UD 030 579

World Urbanization Prospects: The 1994 Revision. Estimates and Projections of Urban and Rural Populations and of Urban Agglomerations.
PUB DATE- 95
NOTE- 178p.; For 1992 revision, see ED 368 617.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Foreign Countries; *Human Geography; Population Distribution; *Population Growth; Population Trends; Rural Areas; *Rural Population; Rural Urban Differences; *Social Class; Tables (Data); Trend Analysis; Urban Areas; *Urban Demography; Urban Population
IDENTIFIERS- *United Nations

This publication presents data from the current revision of estimates and projections of the size and growth of urban and rural populations for all countries of the world. The one participants in the Toledo (Ohio) EXCEL program, a scholarship incentive program for minority groups, and 10 students in a comparison group were interviewed. Most students reported competing for grades. Competition was usually based on grade point average and on grades on individual tests. Students tended to choose with whom to compete in a way that created an optimal level of challenge, and they tended to focus on grades rather than learning. Positive and negative consequences of competition are explored. One table describes student characteristics. (Contains 14 references.) (SLD)

ED 385 631 UD 030 521

Zulu, Itibari M.
The African American Press Examines "The Bell Curve": An Annotated Bibliography.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Biological Influences; *Black Community; Blacks; *Intelligence; *Nature Nurture Controversy; *News Media; Politics; *Press Opinion; Racial Differences; *Social Class; Stereotypes
IDENTIFIERS- African Americans; *Bell Curve (Hernstein and Murray)

"The Bell Curve: Intelligence and Class Structure in American Life" by Richard J. Herrnstein and Charles Murray (New York: Free Press, 1994) has become one of the most controversial books of recent years. The crux of the controversy, the relationship between race and intelligence, has touched a nerve in the African American community. This non-exhaustive annotated bibliography provides insight into the reactions of the African American press and the African American ethos concerning rage, intelligence, politics, and social class. Thirty-three sources are listed. (SLD)

ED 385 632 UD 030 522

Bergin, David A.; Cooks, Helen C.
"Acting White": Views of High School Students in a Scholarship Incentive Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Ethnic Stereotypes; Grades (Scholastic); High Achievement; High Schools; *High School Students; Incentives; *Mexican Americans; Minority Groups; Racial Composition; *Racial Identification; Scholarships; *Student Attitudes; *Whites
IDENTIFIERS- Toledo Public Schools OH

Social pressure to avoid "acting White" was explored for high school students in Toledo (Ohio) in schools of differing racial compositions. Thirty-eight high school students, most of whom were Black or Mexican American and 28 of whom were participants in a scholarship incentive program for high-achieving minority students called Toledo EXCEL, were interviewed. The others were academically successful comparisons from the general school

Korean American, African American, and Anglo, were recorded; school experiences were videotaped; and the written reactions of the mothers to a video message were used in the study. The Anglo mother-child dyad experienced the least discontinuity between the mother's perceptions and the child's school experiences, and the Mexican American dyad experienced the greatest discontinuity. The Korean American and African American dyads experienced similar discontinuity. The preferences of all four mothers for treating boys and girls differently differed from the teachers' practice of making no gender-based distinctions. The traditional written notice from the school was congruent only with the Anglo mother's needs. Overall, evidence of continuity outweighed evidence of discontinuity, suggesting that a majority-administered school can provide continuity. Ways of increasing the continuity between home perceptions and educational experience are discussed. Four tables summarize study findings. (Contains 24 references.) (SLD)

ED 385 652 UD 030 545

Melear, Claudia T.
Learning Styles of African American Children and NSTA Goals of Instruction.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). Small type in crowded tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Affective Behavior; *Black Students; *Cognitive Style; *Cultural Awareness; Educational Policy; Elementary Secondary Education; *Minority Groups; *Multicultural Education; Personality Traits; Science Education; Student Characteristics; Teaching Methods
IDENTIFIERS- African Americans; Myers Briggs Type Indicator; *National Science Teachers Association

The National Science Teachers Association (NSTA) policy statement on multiculturalism lists learning style as an important concern for science teachers. Several recent studies have considered the learning styles of minority children. Notable among them is the study of J. Hale (1986) that lists a number of characteristics of African-American children's learning styles. Young African-American children are perceived as successful in their homes, churches, and communities and only demonstrate a failure pattern after a few years in schools designed by the dominant culture. African-American children display culturally induced cognitions that should be considered in planning for their instruction. Four learning styles described by Hale and others are: (1) person centered; (2) affective; (3) expressive; and (4) movement oriented. Researchers are engaged in evaluating these learning styles in relation to the Myers Briggs Type Indicator, and they seem very promising for describing the learning styles of African-American children. Two tables provide instruction strategies for science based on characteristics of African-American children and seven additional tables summarize study information. (Contains 12 references.) (SLD)

ED 385 653 UD 030 546

publication also contains revised estimates and projections for all urban agglomerations of at least 750,000 inhabitants in 1994. The revisions are part of a series of estimates and projections updated every two years. Chapter 1 analyzes the growth and structure of urban agglomerations, ranking the top 15 cities according to population and discussing the phenomenon of counter-urbanization and the distribution of cities and populations according to class size. Chapter 2 presents levels of urbanization and future trends for urban and rural populations and for developing and developed parts of the world. In Chapter 3, the sources of data that underlie these estimates are listed. The final section contains 17 annex tables that provide detail about urban and rural population characteristics. Eleven figures and 21 tables in the body of the text present population information. (SLD) population. Respondents did not report avoiding academic achievement to avoid accusations of acting White. In fact, their mean grade point average was 3.3, and many reported competing for grades. Reports from comparisons were generally in agreement with those of EXCEL students. Most students reported feeling no loss of ethnic identity and made few comments that reflected adoption of or fear of a raceless persona. They did resent accusations of acting White when they occurred, but did not seem intimidated by such accusations. Those who had the hardest time with accusations were in racially balanced schools, where they seemed to feel more racial polarization. One table describes participant characteristics. (Contains six references.) (SLD)

ED 385 633 UD 030 523

Women of Hispanic Origin in the Labor Force. Facts on Working Women No. 94-2.
PUB DATE- Dec 94
NOTE- 9p.; For a related document, see ED 358 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Census Figures; Cubans; Economically Disadvantaged; *Employed Women; Employment Level; Employment Patterns; Futures (of Society); *Hispanic Americans; *Labor Force; Participation; Population Trends; Puerto Ricans; Salary Wage Differentials; Unemployment

Women of Hispanic origin are one of the fastest growing groups in the United States. In 1983 there were 5.1 million Hispanic women aged 16 years and older in the United States, but by the end of 1993 they numbered nearly 8 million. Women of Mexican origin remained the largest subgroup (4.7 million), followed by those of Puerto Rican (919,000) and Cuban (494,000) origin. Of the 58.4 million women in the labor force in 1993, 4.1 million were of Hispanic origin, with Cuban-origin women participating to the greatest degree. At present, women of Hispanic origin participate in the labor force to a lesser degree than Black and White women, but their labor force participation is expected to reach 58 percent by 2005 to 7 million. Most working Hispanic women are in technical, sales, and administrative support occupations, and Hispanic women are less likely to be in management or professional specialty jobs than non-Hispanic-origin women. In 1991, Hispanic women averaged only 78 percent of what non-Hispanic employed females earned. Nearly half (46 percent) of the working Hispanic-origin women over 25 years of age had less than a high school diploma, although there has been a steady rise in the numbers of Hispanic women enrolled in higher education. Eight tables summarize data about labor force participation. (SLD)

ED 385 634 UD 030 524

Celebrating Our Nation's Diversity. A Teaching Supplement for Grades K-12.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Census Figures; Cultural Awareness; *Cultural Pluralism; Definitions; Demography; *Elementary School Curriculum; Elementary Secondary Education; Ethnic Groups;

Purdie, Nola
Strategies for Self-Regulated Learning: A Cross-Cultural Comparison.
PUB DATE- Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Comprehension; *Cross Cultural Studies; *Cultural Differences; Foreign Countries; *Learning Strategies; Memorization; Secondary Education; *Secondary School Students; Study
IDENTIFIERS- Australia; Japan; *Self Regulated Learning

This paper reports the results of a study that compared the strategies used by three different groups of upper secondary school students to regulate their own learning processes: 248 Australian students, 215 Japanese students at Japanese schools, and 30 Japanese students at Australian schools. The ways in which strategies are categorized were found to be important in making comparisons between the groups. Although students used a similar range of strategies across the three groups, the pattern of use for each cultural group varied. Variations in the pattern of strategy use were also associated with level of academic achievement. The structuring of the physical environment for study purposes and the checking of one's work were two of the most important strategies for each of the groups. The Japanese students used memorizing strategies significantly more than did the Australian students. Furthermore, although Japanese students now studying in Australia showed a greater similarity with their Australian counterparts on many of the strategies, they still attached significantly greater importance to the use of memorization. This finding is discussed in the light of a Confucian interpretation of the relationship between memorization and understanding. Two tables present study findings. An appendix summarizes the strategy categories. (Contains 56 references.) (Author/SLD)

ED 385 654 UD 030 547

Greene, Andrea; And Others
Evaluating Systemic Change in the National Head Start-Public School Transition Project: Perspectives from Five States.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; Cooperation; Demonstration Programs; Educationally Disadvantaged; Elementary Education; *Evaluation Methods; National Programs; *Partnerships in Education; *Preschool Education; Program Evaluation; *Public Schools; Supplementary Education; *Transitional Programs
IDENTIFIERS- *Project Head Start

In 1991 the Department of Health and Human Services funded 32 sites throughout the United States to develop and implement Head Start-Public School Early Childhood Transition Demonstration Projects. The purpose of 31 projects, which are

Lesson Plans; *Multicultural Education; *Secondary School Curriculum; Teaching Methods

This teaching supplement is designed to help teachers teach their students about diversity in the United States. Ideas about diversity are reinforced with statistical data from the 1990 Census. Unit 1 provides six consecutive lessons for elementary school. These focus on the diversity of the United States and recognizing that diversity exists within the students' own classroom. Unit 2 consists of five independent lessons for junior high school and high school students: (1) Census Jeopardy; (2) Mapping Our Diversity; (3) The Geography of Ancestry; (4) What's the Scoop? and (5) Conducting a Diversity Census. The units are supplemented by: (1) an overview of demographic concepts about diversity; (2) vocabulary "toolboxes" and definitions; (3) data tables on "Race and Hispanic Origin" and "Ancestry and Foreign-Born Population"; (4) four U.S. race and ethnic maps; and (5) five census content bulletins that describe information on diversity from the 1990 Census. (SLD)

ED 385 635 UD 030 526

Manno, Bruno V.
Outcome-Based Education. Has It Become More Affliction than Cure?
PUB DATE- Aug 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; Conflict; *Educational Change; *Elementary Secondary Education; Ideology; *Learning; *Outcome Based Education; Outcomes of Education; Public Opinion; School Choice
IDENTIFIERS- Minnesota; *Reform Efforts; Standard Setting

Many on both "the left" and "the right" passionately oppose an outcome-based approach to education, although their reasons are different. A focus on results, on what children actually learn and how well they learn it, enables taxpayers to hold educators accountable for results. But this apparent good idea has led to considerable conflict. A major reason for this conflict is that states turned over the task of defining outcomes to the educational officials most threatened by the process. Educators have proceeded to promote rather vague outcomes, often reflecting politically correct positions, instead of knowledge, skills, and cognitive academic outcomes. Education bureaucrats have taken a sensible idea and distorted its meaning so that accountability is virtually impossible. This has occurred in several states, most notably in Minnesota. The analysis of the controversy in Minnesota leads to two suggestions for escaping the impasse: establishing high and uniform academic standards, with a system of accountability with real consequences for success and failure, and encouraging greater diversity in kinds of schools and types of instruction available through expanded choice programs. (SLD)

ED 385 636 UD 030 527

Project Familia. Final Evaluation Report, 1993-94. OER Report.
PUB DATE- 94
NOTE- 49p.; For a related document, see ED 367 754.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

in their fourth year of operation, is to stimulate partnerships among Head Start agencies, public schools, and community agencies and organizations in order to provide greater continuity for children and their parents as they make the transition from Head Start to the public schools. Each project identified a local comparison group. Projects and their comparisons were evaluated by local evaluating teams in collaboration with a National Research Coordinating Team using a developed list of operational questions and a set of instruments, the National Core Data Set. Five projects had developed evaluations with a strong partnership component featuring an iterative process in which information is gathered through multiple methodologies and perceptions are validated or corrected by the participating partners. As a work-in-progress, this paper explores the evaluations being conducted by five transition projects in Alaska, Arizona, Illinois, Nevada, and Oregon. These projects have made great strides in moving toward truly collaborative partnerships. One figure illustrates the evaluation approach. (Contains 10 references.) (SLD)

ED 385 655   UD 030 548

Huang, Shwu-yong L.
Effects of Home and School Learning Environments on the Academic Achievement of Eighth-Grade Asian American Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 21 Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Asian Americans; *Educational Environment; Educational Policy; Educational Practices; *Family Environment; Grade 8; Junior High Schools; *Junior High School Students; Learning; Limited English Speaking; Parent Child Relationship; *Parent Participation; Sex Differences; Student Characteristics
IDENTIFIERS- African American Students; *Language Minorities; National Education Longitudinal Study 1988

This study attempts to build on research that has already been conducted to explore some of the factors that differentiate learning environments that may influence the academic achievement of Asian-American students. Their learning environments, in terms of parent guidance, teacher support, class order, satisfaction, and teaching quality, were studied with attention to gender and language spoken at home. Subjects were 1,527 eighth-grade Asian Americans of differing ethnic backgrounds from the National Education Longitudinal Study of 1988. The student questionnaire and results from a battery of eighth-grade tests were used to gather student data. In general, Asian-American students had favorable learning environments at home and in school. Students reported good parent support, positive teacher support, good teaching quality, and satisfaction. Girls had a more favorable perception of parental guidance and class order than did boys. Language-minority students reported less parental guidance and lower class order than students from English-speaking families, and this was coupled with lower achievement in reading and science standardized test scores. The implications of these

DESCRIPTORS- Academic Achievement; Bilingual Education; Elementary Education; Elementary School Students; *English (Second Language); Language Enrichment; *Limited English Speaking; *Parent Education; Parent Participation; Preschool Education; Program Evaluation; *Spanish Speaking; *Special Education; Staff Development; *Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education; *Project Familia NY; Subject Content Knowledge

Project Familia was an Elementary and Secondary Education Act Title VII project in its second year in 1993-94 in New York City. Project Familia served 77 children at 3 schools who were identified as limited English proficient, special education students in prekindergarten through fifth grade and their parents. The project provided after-school language enrichment to enhance the students' perceptual motor, cognitive, socio-emotional, and linguistic development. Students received instruction in English as a Second Language (ESL). Participating adults received biweekly training on issues related to parental involvement and bilingual special education. They also received ESL instruction. Teachers of Project Familia students attended staff development meetings related to bilingual special education, teaching methodologies, assessment of diverse students, cultural pluralism, and exceptionality. The program met its objectives for ESL, content area subjects, staff development, and parent involvement. More training is recommended for parents in the areas of technology and career awareness. Seven tables present evaluation findings. Three appendixes describe program materials, a schedule, and the parent questionnaire. (Author/SLD)

ED 385 637 UD 030 528

Roman, Elliott M.
Project Data-Tech. Final Evaluation Report, 1993-1994. OER Report.
PUB DATE- 94
NOTE- 34p.; For the 1992-93 report, see ED 372 169.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Bilingual Education; Computer Assisted Design; Curriculum Development; *English (Second Language); *Haitians; *Hispanic Americans; Limited English Speaking; Native Language Instruction; Parent Participation; Program Evaluation; Science Education; Staff Development; *Urban Education
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education; *Project Data Tech NY; Subject Content Knowledge; Transitional Bilingual Education Programs

Project Data-Tech was an Elementary and Secondary Education Act Title VII-funded project in its fifth and last year of operation at a high school in Brooklyn (New York). The program served a total of 131 Haitian- and Spanish-speaking students, most of whom were of limited English proficiency, 54 fewer than in the previous year. Participating students received instruction in English as a Second Language (ESL); native language arts; the content areas of mathematics, science, and social studies; and computer-aided drafting and design. Project staff attended staff development workshops on bilingual and ESL methodologies. Parental involvement activities included workshops and meetings of advisory councils. Project Data-Tech met its native language arts objectives for Haitian and Spanish, the content area objective for computer-assisted design, one of two staff development objectives, and the findings for educational policy and practice are discussed. Three tables present study findings, and the Student Learning Environment Survey is included. (Contains 44 references.) (SLD)

ED 385 656 UD 030 562

Reiss, David, Ed.; And Others
Children and Violence.
PUB DATE- 93
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Child Abuse; *Child Development; Child Health; *Childhood Needs; *Children; Community Programs; Disadvantaged Youth; Poverty; *Prevention; Research Needs; Social Problems; *Urban Education; Urban Youth; *Violence

This volume documents the rise in violence in our communities and explores its impact on children's physical, psychological, and social development. Focal themes are: the necessity for better information about the kinds of violence to which children are exposed, the necessity of beginning to build intervention strategies aimed at violence, and the need to examine related fields for helpful information. The following papers are included: (1) "Introduction: American Violence and Its Children" (David Reiss); (2) "Community Violence and Children's Development: Toward a Research Agenda for the 1990s" (John E. Richters); (3) "The NIMH Community Violence Project: I. Children as Victims of and Witnesses to Violence" (John E. Richters and Pedro Martinez); (4) "The NIMH Community Violence Project: II. Children's Distress Symptoms Associated with Violence Exposure" (Pedro Martinez and John E. Richters); (5) "Chronic Community Violence: What Is Happening to Our Children?" (Joy D. Osofsky, Sarah Wewers, Della M. Hann, and Ana C. Fick); (6) "Community Violence and Children on Chicago's Southside" (Carl C. Bell and Esther J. Jenkins); (7) "Children's Exposure to Community Violence: Following a Path from Concern to Research to Action" (Raymond P. Lorion and William Saltzman); (8) "Community Violence, Children's Development, and Mass Media: In Pursuit of New Insights, New Goals, and New Strategies" (Bernard Z. Friedlander); (9) "Child Sexual Abuse: A Model of Chronic Trauma" (Frank W. Putnam and Penelope K. Trickett); (10) "Toward an Ecological/Transactional Model of Community Violence and Child Maltreatment: Consequences for Children's Development" (Dante Cicchetti and Michael Lynch); (11) "The Horror! The Horror! Reflections on Our Culture of Violence and Its Implications for Early Development and Morality" (Robert N. Emde); (12) "Impact of Violence on Children and Adolescents: Report from a Community-Based Child Psychiatry Clinic" (Marilyn Benoit); and (13) "Children in Poverty: Resilience Despite Risk" (Norman Garmezy). References follow each chapter. (SLD)

ED 385 657 UD 030 563

Combrinck-Graham, Lee, Ed.
Children in Families at Risk. Maintaining the Connections.
PUB DATE- 95
NOTE- 441p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *At Risk Persons; *Children; Community Programs; Disadvantaged Youth; Family Characteristics; *Family Programs;

objective for parent involvement. No recommendations are offered since the project is in its last year. Five tables present evaluation findings, and two appendixes describe instructional materials and class schedules. (Author/SLD)

ED 385 638 UD 030 529

Roman, Elliott M.
Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP). Final Evaluation Report, 1993-94. OER Report.
PUB DATE- 94
NOTE- 38p.; For the 1992-93 report, see ED 372 167.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; *Career Development; Dropout Prevention; English (Second Language); *Haitians; High Schools; High School Students; *Hispanic Americans; *Limited English Speaking; Mathematics; Parent Participation; Program Evaluation; Sciences; Social Studies; *Spanish Speaking; Staff Development; *Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title VII; Hispanic American Students; New York City Board of Education; *Project CAP (Haitian Hispanic Students); Transitional Bilingual Education Programs

In 1993-94 the Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP) was in its fifth and final year as an Elementary and Secondary Education Act Title VII project. Project CAP operated at two high schools in Brooklyn (New York), serving 136 Haitians at one and an undetermined number of Spanish-speaking and Haitian students at the other. Project CAP served students of limited English proficiency who also lacked literacy skills in their native languages. Participants received instruction in English as a Second Language (ESL); native language arts; and the content areas of mathematics, science, and social studies. Career development and multicultural education were integral parts of the program. Staff development activities and parent participation components were included. The project met its objectives for ESL, native language arts, the content area subjects, American culture and citizenship, career counseling, dropout prevention, attendance, staff development, and parent participation at one school, but no data were available from the other. No recommendations are made because the program was in its final year. Four tables present evaluation results, and two appendixes describe instructional materials and class schedules. (Author/SLD)

ED 385 639 UD 030 530

Clark, Andrew
Project Cuatro Casas. Final Evaluation Report, 1993-94. OER Report.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Counseling; *English (Second Language); *High Schools; High School Students; *Hispanic Americans; *House Plan; *Limited English Speaking; Mathematics; Native Language Instruction; Parent Participation; Peer Teaching; Sciences; Social Studies; *Spanish Speaking; Staff Development

*Foster Care; Low Income Groups; *Mental Health Programs; Parent Child Relationship; Placement; Urban Areas; *Urban Youth; Welfare Recipients
IDENTIFIERS- Family Preservation Services

This volume describes actual programs that are based on the idea that family connections are substantial resources for healing and recovery even when the family is a very troubled one. With a focus on severely damaged families, these programs attempt to keep children connected with their own families even when circumstances prevent their living together. Chapters include: (1) "Working with Inner-City Tribes: Collaborating with the Enemy or Finding Opportunities for Building Community?" (James Nelson); (2) "Families in Their Own Evaluations" (Steven W. Rathbun, Daniel R. Lord, Faye A. Koop, and Vickie Burgess McArthur); (3) "Psychiatric Emergencies and Family Preservation: Partnerships in an Array of Community-Based Services" (Stephen Christian-Michaels); (4) "Eastfield Ming Quong: Multiple-Impact In-Home Treatment Model" (Laura H. Fraser); (5) "Family-Based Mental Health Services" (Cynthia Archacki-Stone); (6) "Helping Families Become Places of Healing: Systemic Treatment of Intrafamilial Sexual Abuse" (Raymond X. De Maio); (7) "Children and Adolescents in Psychiatric Hospitals" (John Sargent); (8) "Organizing the Hierarchy around Children in Placement" (Michael R. Fox); (9) "The Role of a Home-Based Mentor Program in the Psychiatric Continuum of Care for Children and Adolescents" (Julie McKenzie, Edwin J. Mikkelsen, Wayne Stelk, Gerald Bereika, and Donald Monack); (10) "Substance-Abusing Mothers and Their Children: Treatment for the Family" (Francine Feinberg); (11) "Foster and Natural Families: Forming a Cooperative Network" (Patricia Minuchin); (12) "Foster Family Clusters: Continuum Advocate Home Network" (Marcia A. Eckstein); (13) "Sibling Therapy: One Step in Breaking the Cycle of Recidivism in Foster Care" (Karen Gail Lewis); (14) "The Stages of the Reunification Process and the Tasks of the Therapist" (Lindsay Bicknell-Hentges); (15) "Preparing Child Welfare Agencies for Family Preservation and Reunification Programs" (Rocco A. Cimmarusti); (16) "Project Exodus: The Corrections Connection" (Judith A. Falk); and (17) "Working with Families in the Schools" (Barbara King, Lora Randolph, William A. McKay, and Markus Bartell). References follow each chapter. (SLD)

ED 385 658   UD 030 564

Hess, J. Daniel
The Whole World Guide to Culture Learning.
PUB DATE- 94
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Cross Cultural Studies; *Cultural Awareness; Cultural Differences; *Culture Conflict; *Foreign Students; Global Approach; International Education; International Educational Exchange; Journal Writing; *Learning; *Study Abroad; Travel
IDENTIFIERS- Cultural Relativism

This guide to cross-cultural experiences is designed to help the student or traveler face the difficulties in cross cultural encounters squarely, so that the rewards of broadened experience become available. Part A contains five essays that

IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education

Project Cuatro Casas was an Elementary and Secondary Education Act Title VII-funded project in its first year in 1993-94. The project operated at one high school in the Bronx (New York) and served 1,074 students of limited English proficiency. Participating students received instruction in English as a Second Language (ESL); native language arts; and the content area subjects of mathematics, science, and social studies. In-house staff development through on-site meetings, tuition assistance for teachers, and a parent involvement component were included. The bilingual students were organized into four houses (the "cuatro casas") to foster a sense of belonging and to ensure personal attention. Counseling for students and parents and intervention geared to attendance were important features. The project met its ESL objectives, a native language arts objective, attendance, staff development, and parent participation. It partially met its objectives for subject content, but did not meet advanced native language arts or peer tutoring objectives. Recommendations are made for better scheduling, peer tutoring, and more parent involvement. Six tables present evaluation findings, and two appendixes describe instructional materials and class schedules. (Author/SLD)

serve as a foundation for the rest of the book. These chapters define culture learning and the cultural learner and explore cultural relativity. Part B elaborates the culture-learning process with a series of practical guides in workbook format. One set of guides is designed for the overseas traveler residing with a host family. Part C provides additional tools for cultural learning, with guides to journal keeping and various projects of cultural exploration. Part D helps the culture-learner prepare to return home, making the point that reentry is the final phase of an international culture-learning experience. In all, 54 guides in worksheet form are presented. (Contains 176 references.) (SLD)

ED 385 659 UD 030 566

Rogers, Margot
Planning for Title I Programs. Guidelines for Parents, Advocates and Educators.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; Citizen Participation; *Community Involvement; Compensatory Education; *Educational Change; Educationally Disadvantaged; Educational Planning; Elementary Secondary Education; *Federal Legislation; *Parent Participation; Program Development; School Restructuring; Standards
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Targeted Assistance Program

In October 1994 the President signed into law the "Improving America's Schools Act." Title I, the largest primary and secondary federal education program was reauthorized by this legislation, which, among other things rewrote the Elementary and Secondary Education Act. The reauthorized law provides parents, advocates, and school communities with new opportunities to use Title I as a tool for school reform. The same high standards required for all students are now required for Title I students, and program development standards call for high quality and improved content. However, the reauthorization alone will not guarantee educational improvement. This booklet suggests ways in which parents and interested community members can use Title I for school improvement. General information about Title I and its details are followed by specific advice about what to do for school level planning and advocacy and schoolwide programs. Special attention is paid to the Targeted Assistance Schools defined under Title I. A sample school parent involvement compact is presented. Organizations and resources parents can draw on for help are listed in Section 5. An appendix contains an excerpt from the Title I law. (SLD)

ED 385 660 UD 030 567

Lewis, Magdalena C.
Beyond Barriers: Involving Hispanic Families in the Education Process. Padres a la escuela (PAE).
PUB DATE- 15 Oct 93
NOTE- 151p.
LANGUAGE- English

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(132) Reference Materials - Directories/Catalogs

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48p. L1 ED 385 283

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Targeting Youth: The Sourcebook for Federal Policies and Programs.
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(134) Reference Materials - Vocabularies/Classifications

Bilingual Medical Phrase Book (In English and Cambodian (Khmer)).
130p. L1 ED 385 180

Improving America's Schools Act of 1994. Report To Accompany S. 1513 on Authorizing Appropriations To Extend for Six Years the Programs under the Elementary and Secondary Education Act of 1965 Together with Additional and Minority Views. Committee on Labor and Human Resources, United States Senate, 103D Congress, 2d Session.	582p.	L1	ED 385 341
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EA - Educational Management

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EA026857	ED384967
EA026858	ED384968
EA026859	ED384969
EA026860	ED384970
EA026861	ED384971
EA026862	ED384972
EA026863	ED384973
EA026867	ED384974
EA026868	ED384975
EA026869	ED384976
EA026870	ED384977
EA026871	ED384978
EA026874	ED384979
EA026875	ED384980
EA026876	ED384981
EA026877	ED384982
EA026878	ED384983
EA026879	ED384984
EA026885	ED384985
EA026886	ED384986
EA026888	ED384987
EA026889	ED384988
EA026890	ED384989
EA026891	ED384990
EA026892	ED384991
EA026893	ED384992
EA026894	ED384993
EA026895	ED384994
EA026896	ED384995

EA026897	ED384996
EA026898	ED384997
EA026899	ED384998
EA026900	ED384999
EA026901	ED385000
EA026902	ED385001
EA026905	ED385002
EA026907	ED385003
EA026908	ED385004
EA026909	ED385005
EA026910	ED385006
EA026911	ED385007
EA026912	ED385008
EA026913	ED385009
EA026914	ED385010
EA026915	ED385011
EA026916	ED385012
EA026917	ED385013
EA026918	ED385014

EC - Disabilities and Gifted Education

EC304006	ED385015
EC304013	ED385016//
EC304014	ED385017//
EC304046	ED385018
EC304047	ED385019
EC304048	ED385020
EC304049	ED385021
EC304050	ED385022
EC304051	ED385023
EC304052	ED385024
EC304053	ED385025
EC304054	ED385026
EC304055	ED385027
EC304056	ED385028
EC304057	ED385029
EC304062	ED385030
EC304064	ED385031
EC304065	ED385032
EC304066	ED385033
EC304067	ED385034
EC304068	ED385035
EC304069	ED385036
EC304070	ED385037
EC304071	ED385038
EC304072	ED385039
EC304073	ED385040
EC304074	ED385041
EC304075	ED385042
EC304076	ED385043
EC304077	ED385044
EC304078	ED385045
EC304079	ED385046
EC304080	ED385047
EC304081	ED385048
EC304082	ED385049
EC304083	ED385050
EC304084	ED385051
EC304085	ED385052
EC304086	ED385053
EC304087	ED385054
EC304088	ED385055
EC304089	ED385056

EC304090	ED385057
EC304091	ED385058
EC304092	ED385059
EC304093	ED385060
EC304094	ED385061
EC304095	ED385062
EC304096	ED385063
EC304097	ED385064
EC304098	ED385065
EC304099	ED385066
EC304100	ED385067
EC304101	ED385068
EC304102	ED385069
EC304103	ED385070
EC304104	ED385071
EC304105	ED385072
EC304106	ED385073
EC304107	ED385074
EC304108	ED385075
EC304109	ED385076
EC304110	ED385077
EC304111	ED385078
EC304112	ED385079//
EC304113	ED385080
EC304114	ED385081
EC304115	ED385082
EC304116	ED385083
EC304117	ED385084
EC304118	ED385085
EC304119	ED385086
EC304120	ED385087
EC304121	ED385088
EC304123	ED385089
EC304124	ED385090
EC304125	ED385091
EC304126	ED385092
EC304127	ED385093
EC304128	ED385094
EC304129	ED385095
EC304130	ED385096
EC304131	ED385097
EC304132	ED385098
EC304133	ED385099
EC304134	ED385100
EC304135	ED385101
EC304136	ED385102
EC304137	ED385103
EC304139	ED385104
EC304140	ED385105
EC304141	ED385106
EC304142	ED385107
EC304143	ED385108
EC304144	ED385109
EC304145	ED385110
EC304147	ED385111
EC304149	ED385112
EC304150	ED385113
EC304151	ED385114
EC304152	ED385115
EC304156	ED385116

FL - Language and Linguistics

FL022119	ED385117

FL022863	ED385118
FL022936	ED385119
FL023094	ED385120
FL023101	ED385121
FL023102	ED385122//
FL023103	ED385123//
FL023105	ED385124
FL023109	ED385125
FL023110	ED385126
FL023111	ED385127
FL023117	ED385128//
FL023118	ED385129//
FL023121	ED385130
FL023122	ED385131//
FL023123	ED385132//
FL023124	ED385133//
FL023125	ED385134
FL023126	ED385135
FL023128	ED385136//
FL023129	ED385137
FL023130	ED385138//
FL023131	ED385139//
FL023132	ED385140
FL023136	ED385141//
FL023137	ED385142
FL023141	ED385143
FL023142	ED385144
FL023143	ED385145//
FL023144	ED385146//
FL023145	ED385147//
FL023146	ED385148
FL023147	ED385149
FL023148	ED385150
FL023149	ED385151
FL023150	ED385152
FL023151	ED385153
FL023152	ED385154
FL023157	ED385155//
FL023159	ED385156
FL023162	ED385157
FL023165	ED385158//
FL023169	ED385159
FL023170	ED385160
FL023172	ED385161//
FL023176	ED385162
FL023179	ED385163
FL023180	ED385164
FL023181	ED385165
FL023183	ED385166
FL023184	ED385167
FL023185	ED385168
FL800867	ED385169
FL801006	ED385170//
FL801025	ED385171
FL801026	ED385172
FL801027	ED385173
FL801028	ED385174
FL801029	ED385175
FL801030	ED385176
FL801031	ED385177
FL801032	ED385178
FL801035	ED385179
FL801036	ED385180
FL801037	ED385181

HE - Higher Education

HE028448	ED385182
HE028449	ED385183//
HE028450	ED385184
HE028451	ED385185
HE028452	ED385186
HE028453	ED385187
HE028454	ED385188
HE028455	ED385189
HE028456	ED385190
HE028457	ED385191
HE028458	ED385192
HE028459	ED385193
HE028460	ED385194
HE028461	ED385195
HE028462	ED385196
HE028463	ED385197
HE028464	ED385198
HE028465	ED385199
HE028466	ED385200
HE028467	ED385201
HE028468	ED385202//
HE028469	ED385203//
HE028470	ED385204
HE028472	ED385205
HE028474	ED385206
HE028475	ED385207
HE028476	ED385208
HE028477	ED385209
HE028478	ED385210
HE028499	ED385211
HE028500	ED385212

IR - Information and Technology

IR017204	ED385213
IR017205	ED385214
IR017206	ED385215
IR017207	ED385216
IR017214	ED385217
IR017222	ED385218
IR017223	ED385219
IR017226	ED385220//
IR017230	ED385221
IR017231	ED385222
IR017233	ED385223
IR017234	ED385224
IR017235	ED385225
IR017236	ED385226
IR017237	ED385227
IR017238	ED385228
IR017239	ED385229
IR017240	ED385230
IR017241	ED385231
IR017243	ED385232
IR017244	ED385233
IR017245	ED385234
IR017246	ED385235
IR017247	ED385236
IR017248	ED385237
IR017249	ED385238
IR017250	ED385239

IR017252	ED385240
IR017253	ED385241
IR017254	ED385242
IR017255	ED385243
IR017257	ED385244
IR017258	ED385245
IR017259	ED385246
IR017260	ED385247
IR017265	ED385248
IR017271	ED385249
IR017272	ED385250
IR017273	ED385251//
IR017333	ED385252
IR017334	ED385253
IR017335	ED385254
IR017336	ED385255
IR017337	ED385256
IR017338	ED385257
IR017339	ED385258
IR017340	ED385259
IR017341	ED385260
IR055494	ED385261
IR055527	ED385262
IR055537	ED385263
IR055540	ED385264
IR055541	ED385265
IR055546	ED385266//
IR055547	ED385267//
IR055548	ED385268//
IR055550	ED385269
IR055551	ED385270
IR055553	ED385271
IR055554	ED385272
IR055555	ED385273
IR055556	ED385274
IR055557	ED385275
IR055558	ED385276
IR055559	ED385277
IR055561	ED385278//
IR055562	ED385279
IR055563	ED385280
IR055564	ED385281
IR055565	ED385282//
IR055566	ED385283
IR055568	ED385284
IR055569	ED385285
IR055571	ED385286
IR055573	ED385287
IR055574	ED385288
IR055575	ED385289//
IR055576	ED385290
IR055577	ED385291
IR055578	ED385292
IR055579	ED385293
IR055580	ED385294
IR055581	ED385295
IR055582	ED385296//
IR055584	ED385297
IR055585	ED385298

JC - Community Colleges

JC950289	ED385299
JC950290	ED385300

JC950354	ED385301
JC950367	ED385302
JC950370	ED385303
JC950373	ED385304
JC950374	ED385305
JC950375	ED385306
JC950376	ED385307
JC950377	ED385308
JC950378	ED385309
JC950379	ED385310
JC950380	ED385311
JC950381	ED385312
JC950382	ED385313
JC950383	ED385314
JC950384	ED385315
JC950385	ED385316
JC950386	ED385317
JC950387	ED385318
JC950389	ED385319
JC950393	ED385320
JC950394	ED385321
JC950395	ED385322
JC950397	ED385323
JC950398	ED385324
JC950399	ED385325
JC950400	ED385326
JC950401	ED385327
JC950402	ED385328
JC950403	ED385329
JC950404	ED385330
JC950405	ED385331
JC950406	ED385332
JC950407	ED385333
JC950408	ED385334
JC950409	ED385335
JC950410	ED385336

PS - Elementary and Early Childhood Education

PS022599	ED385337//
PS022680	ED385338//
PS022822	ED385339
PS022843	ED385340
PS022883	ED385341
PS022904	ED385342
PS022910	ED385343//
PS022928	ED385344
PS022980	ED385345
PS023065	ED385346
PS023066	ED385347
PS023072	ED385348
PS023141	ED385349
PS023256	ED385350
PS023264	ED385351
PS023275	ED385352
PS023315	ED385353
PS023343	ED385354
PS023346	ED385355
PS023384	ED385356
PS023390	ED385357
PS023396	ED385358
PS023397	ED385359
PS023416	ED385360
PS023417	ED385361

PS023418	ED385362
PS023431	ED385363
PS023432	ED385364
PS023434	ED385365
PS023436	ED385366//
PS023440	ED385367
PS023443	ED385368
PS023451	ED385369
PS023462	ED385370
PS023463	ED385371
PS023465	ED385372
PS023471	ED385373
PS023472	ED385374
PS023473	ED385375
PS023476	ED385376
PS023486	ED385377
PS023490	ED385378
PS023491	ED385379
PS023492	ED385380
PS023498	ED385381
PS023502	ED385382
PS023504	ED385383
PS023505	ED385384
PS023514	ED385385
PS023516	ED385386
PS023517	ED385387//
PS023519	ED385388
PS023528	ED385389//
PS023529	ED385390//
PS023531	ED385391//
PS023532	ED385392//
PS023533	ED385393
PS023540	ED385394
PS023545	ED385395
PS023546	ED385396

RC - Rural Education and Small Schools

RC019656	ED385397
RC019726	ED385398
RC019824	ED385399
RC019975	ED385400
RC019976	ED385401
RC020105	ED385402
RC020110	ED385403
RC020123	ED385404
RC020143	ED385405
RC020150	ED385406
RC020151	ED385407
RC020152	ED385408
RC020155	ED385409
RC020156	ED385410
RC020164	ED385411
RC020165	ED385412
RC020180	ED385413
RC020186	ED385414//
RC020188	ED385415
RC020196	ED385416
RC020197	ED385417
RC020200	ED385418
RC020206	ED385419
RC020210	ED385420
RC020211	ED385421
RC020213	ED385422

RC020223	ED385423
RC020275	ED385424
RC020276	ED385425
RC020277	ED385426

SE - Science, Mathematics, ans Environmental Education

SE054880	ED385427
SE054914	ED385428
SE055795	ED385429
SE056275	ED385430
SE056410	ED385431
SE056442	ED385432
SE056482	ED385433
SE056506	ED385434
SE056558	ED385435
SE056572	ED385436
SE056573	ED385437
SE056580	ED385438
SE056581	ED385439
SE056583	ED385440
SE056598	ED385441
SE056599	ED385442
SE056600	ED385443
SE056642	ED385444
SE056686	ED385445
SE056769	ED385446
SE056785	ED385447
SE056795	ED385448
SE056838	ED385449

SO - Social Studies/Social Science Education

SO024321	ED385450
SO024629	ED385451//
SO024633	ED385452//
SO024712	ED385453
SO024728	ED385454//
SO024838	ED385455
SO024874	ED385456//
SO024880	ED385457//
SO024881	ED385458//
SO024909	ED385459//
SO024913	ED385460//
SO024914	ED385461//
SO024918	ED385462//
SO024952	ED385463//
SO024961	ED385464
SO024963	ED385465
SO024967	ED385466
SO025000	ED385467
SO025012	ED385468//
SO025013	ED385469//
SO025018	ED385470
SO025081	ED385471//
SO025088	ED385472//